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Worth the Risk: Four Approaches to Safety in International Learning **including Selected and Annotated Resource Guide**

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1.0 INTRODUCTION

The 21st century has ushered in some unique challenges for professionals working in the field of study abroad.¹ Doing something about a critical situation involving a student may be as chancy as doing nothing at all. International educators are expected to respond to crises and manage risk in addition to knowing the academic and cultural intricacies of international programs. While our institutions embark on ever-expanding efforts to internationalize the campus, the study abroad professional strives to ensure the quality of existing programs and support services. Central to this maze is the health and safety of our students while they are in the field. How can we meet all of these challenges and at the same time manage the day-to-day realities of student support? Where do we start, and perhaps more importantly, how do we continue to develop the policies and procedures that are needed to implement and support quality study abroad programs?

Educational institutions in Canada need practical approaches to implement policies for managing study abroad programs. These approaches need to ensure that institutions continue to initiate and deliver quality international learning experiences for students, while

protecting institutions from potential liability. While risk management and questions of liability are often the main motivations for institutions to explore these issues, it is important that these concerns not rule out institutional involvement in international programs, which are worth doing for their academic and experiential components. As Buck Owens states:

It is important to recognize at the outset that the characteristics of the student population, the nature of the learning process and the various aspects of the employee/institution relationship are such that education is at best a risky venture. Although it is understandable that educators have become increasingly concerned about being held legally responsible or liable for their actions and decisions, professional educators must accept the fact that there is no escape from the normal risks associated with educational endeavors. Normal risk taking is part of life and a part of almost any professional activity. Fortunately, when weighing the risks associated with their professional responsibility, most educators decide that the satisfaction gained from contributing to the development of students, and the successful implementation of programs and services are well worth reasonable risks. (Owens, 1984: 2)

¹ The term 'study abroad' is used throughout the paper as a generic term intended to encompass the many programs which allow students to study elsewhere, including bilateral exchanges, short-term study programs, branch campuses abroad, and co-op and internship programs. While this paper focuses on post-secondary, much of what is discussed is relevant to secondary exchanges for senior students.

Managing study abroad programs within a context of reductions in financial and human resources presents a unique challenge. Without adequate resources to ensure that quality support and administrative services are in place for study abroad programs, the potential to manage is greatly reduced.

1.1 Purpose

This paper introduces four approaches for managing risk and for protecting the health and safety of students while participating in study abroad programs. The CBIE Research Paper No. 11 *Risk and Responsibility in Study Abroad* (Hansen and Myles, 1997) concluded that:

While one cannot hope to anticipate all possible hazards, we have attempted to be as thorough as possible in canvassing multiple potential bases of liability, so that university and college administrators will be aware of the general areas of legal responsibility. Along these lines, we have tried to identify the precautions advisable under the range of circumstances. While the exact extent of appropriate precautions cannot be determined in a vacuum, our hope is that study abroad personnel will themselves be able to determine the necessary safety measures for their own programs, in light of their legal responsibilities toward students. This is why a good grasp of the basic legal concepts is so important, however onerous that task may be. The legal principles which govern Canadian study abroad programs are quite fluid, and ultimately no one can say in advance what a judge's decision will be, based on these principles alone. Consequently, the best protection may well be to simply strive to meet a 'reasonable' standard of care and safety, in accordance with the general knowledge and custom of one's own profession (Hansen and Myles, 1997: 17).

It is important to note that we do not intend to focus on the technical legal aspects of study abroad. If you are unfamiliar with the legal concepts we recommend the CBIE Research Paper referenced above. We take up the discussion from this point and review the various methods of implementing quality study abroad programs which focus on the health and safety of students.

Fundamental to this discussion is the assumption that international educators are a significant part of the institutional strategy for internationalizing its campus and curriculum. As counterpoint to the currently intense focus on potential legal liabilities for institutions involved

in study abroad, we provide a non-legal perspective and a common sense approach to risk and responsibility. Because we are international educators, not lawyers, we are primarily concerned with safe practices, i.e. policy and program responses to the inventory of potential liabilities and articulated responsibilities identified by the legal experts to whom we refer in the *Selected and Annotated Resource Guide*.

1.2 Outline

The paper is divided into six sections, the first being this Introduction. Section Two looks at different elements that set the stage for presenting the four approaches to risk management, including international perspectives on liability and risk; the dynamics of internationalization as they pertain to risk in study abroad; and some legal considerations around duty of care (see Section 2.3).

Section Three presents the four approaches to risk management: Primarily Legal; Crisis Management; Encouraging Student Partnership; and Study Abroad Policy and Program Review. It looks at the next steps for their application, and how the approaches interrelate.

Section Four discusses the campus context and the role of the international educator.

Section Five presents some conclusions.

Section Six is a *Selected and Annotated Resource Guide* which aims at providing study abroad professionals with more sources of information.

2.0 SETTING THE STAGE: CONTEXT AND COMPARISONS

2.1 Liability and risk in Canada, Europe and the U.S.A.

In Canada, over the past five years, issues related to liability and risk in study abroad have begun to emerge as topics of importance. While institutional concerns around legal liability have not yet been broadly reflected in professional literature, publications and articles in the field are now beginning to appear. A snapshot of the current tools that Canadian institutions employ in risk management for study abroad programs portrays as key features the widespread use of waivers of liability, insurance packages, and pre-departure programs. Institutions are also discussing how to implement risk management and crisis management plans. In addition, questions are

being asked about the impact of professional program management and student support programs on reducing risk to institutions.

Organizations in the risk-conscious United States have produced a considerable number of publications presenting a myriad of legal questions, especially with a focus on legal liability and the introduction of administrative guidelines for responsible study abroad. Over two-thirds of the literature reviewed for this paper was published in the United States. The effect of the overwhelmingly legalistic orientation of risk management in the U.S.A. environment is to move the Canadian position in that direction as well.

To view the Canadian context within a larger international perspective, we consulted a limited number of key informants² from various international organizations and educational institutions in Europe, using a questionnaire. The goal of the questionnaire was primarily to identify trends in the area of risk management in study abroad. The responses presented a somewhat different picture from what we see in the United States. Feedback from study abroad professionals on initiatives taken by their institutions indicated that while the topic is being addressed at conferences and in organizations, the same note of concern is not registered as in the United States. This is not to say European organizations and program administrators are unaware of the problem. Across

... the degree of importance that legal liability plays within the study abroad context in the U.S.A. and Europe varies considerably. Lawsuits and the threat of lawsuits stimulate a significant part of the impetus to define institutional risk in the U.S.A.

Europe, a number of parallel developments are taking place. Resources dealing with liability in study abroad are being developed by the various organizations. Health and liability insurance are being employed as a means of transferring liability from institutions and ensuring proper care for students when accidents occur. Documents are presently being produced in the area of crisis intervention in the case of accidents and tragic events. There is

also a growing awareness that some form of institutional guidance should be developed and made available for their members. Finally, in most countries some form of a

waiver of liability is being used. For example, the SOCRATES-ERASMUS program has a waiver built into the student grant contract.

The difference in profile around this topic in the U.S.A. and in Europe may exist for a number of reasons. First, the degree of importance that legal liability plays within the study abroad context in the U.S.A. and Europe varies considerably. Lawsuits and the threat of lawsuits stimulate a significant part of the impetus to define institutional risk in the U.S.A. In Europe, although the informants were very aware of the potential of liability in the field, they did not identify a single lawsuit in this area that has gone to the courts.

As well, the responses on the part of European institutions and organizations to risks and responsibilities are, for the most part, available only at the national level and are neither translated into other languages nor made available for international distribution. Consequently, there are very few publications documenting the degree of activity in this area within the European community. Finally, the historic and cultural context may affect our perceptions of risk and danger. Student mobility programs within the European context have had different historic and cultural challenges than have the American programs. These realities have affected the way students and administrators perceive the risks associated with studying elsewhere.

2.2 Internationalization and study abroad: How did we get into such a risky business?

The establishment of internationalization as a key priority within the mission of most post-secondary institutions in Canada began in the early 1990s. This priority has injected considerable vitality into the Canadian post-secondary educational scene resulting in a surge in research linkages, a dramatic increase in student exchange programs, an aggressive movement to recruit international students to our campuses and greater interest in internationalizing the curriculum. Although various institutions have approached internationalization in different ways, overseas study programs have become a major element at most. In a survey of 89 Canadian institutions of higher education conducted in 1999, Jane

² Key Informant Organizations:

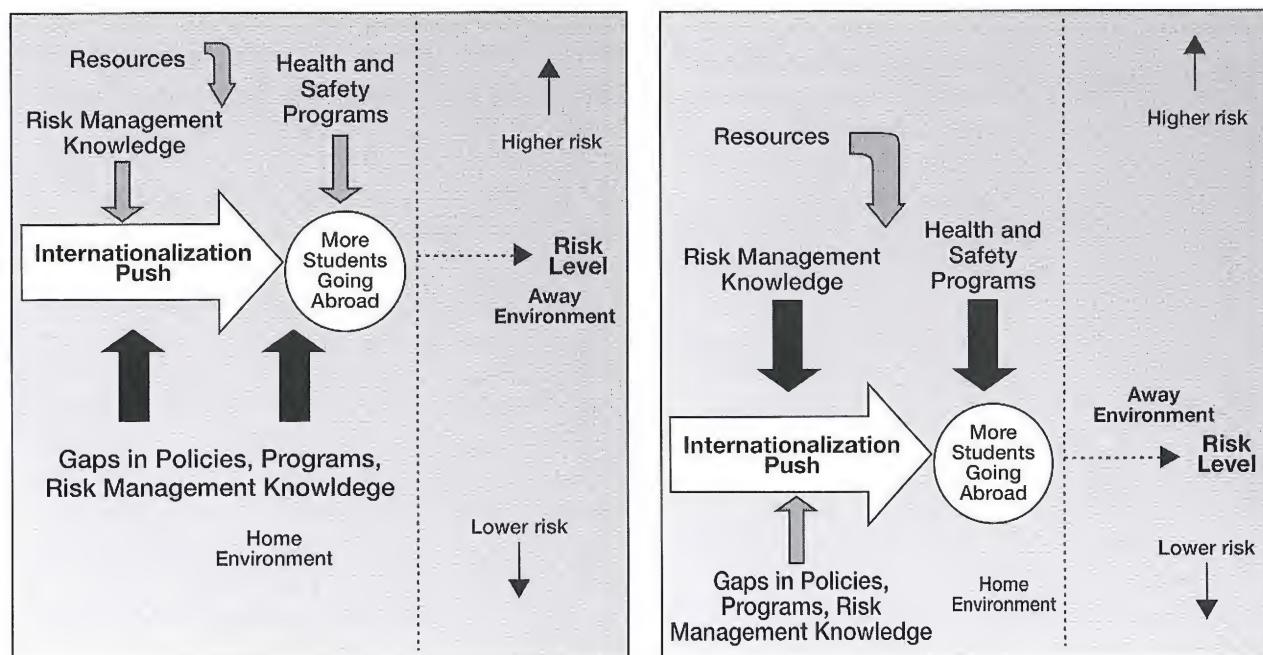
Arnhem-Nijmegen University of Professional Education, Nijmegen, Netherlands; European Association for International Education (EAIE); Netherlands Organization for International Cooperation in Higher Education (Nuffic); Theatre Academy of Finland, Helsinki, Finland; UKCOSA: The Council for International Education, UK; Université Libre de Bruxelles, Bruxelles, Belgium; Universiteit van Amsterdam, Amsterdam, Netherlands.

Knight found that overseas work/study programs were seen as one of the most important elements of internationalization (Knight, 2000). In a 1996 study, respondents from the private, government and education sectors all identified student exchanges and/or international work placements as key agenda items for internationalizing higher education (Knight, 1996). This emphasis on international programs led many institutions, which previously had only a modest number of overseas programs for students, to begin to expand these initiatives and develop more agreements with partner institutions. The result has been an increasing number of students participating and hence an increase in risk to the institutions; with more students abroad, the possibility of something going amiss increases proportionally. It has also caught many international educators off-guard. While previously it was their job to offer quality programs for students, recently many practitioners find themselves becoming more aware of their legal obligations without having the knowledge or resources to fulfill them. Knight's 1999 survey comments that there is a "heightened sense of need to improve risk management for students and faculty abroad" (Knight, 2000: 20).

This precarious situation has developed as a result of several elements that have come together and that influence the level of risk involved in study abroad programs (Figure One). At most institutions in Canada the **internationalization push** has caused programs to proliferate rapidly. At the same time, a general lack of **resources** means that corresponding **health and safety programs** have not kept pace. This, combined with a lack of specific **risk management knowledge**, has resulted in the institution sending students on programs with minimum precautions (Figure One: Scenario One). In contrast, Figure One: Scenario Two illustrates how good risk management and the appropriate health and safety programs can help to reduce the risk to students and institutions. The same program is now less risky because both the students and the institutions are prepared for what might happen and have the relevant knowledge to help prevent most reasonably foreseeable accidents.

However, well-trained staff and good health and safety programs are not without cost and no institution can expect to fulfill its *duty of care* without investing the appropriate resources. Paradoxically, often institutions

Figure One - A Risky Relationship: How factors interact to reduce or increase risk in study abroad



Scenario One: Limited resources, low risk management knowledge and minimal health and safety programs combine to increase study abroad programs' exposure to risk.

Scenario Two: Increased risk management knowledge combined with adequate resources leading to appropriate health and safety programs combine to reduce risk.

that have driven internationalization as a priority have not kept pace with adequate funding for the resulting programs. Knight reports, "The financial viability of international initiatives is at risk due to the resources that are needed for other important and compelling priorities" (Knight, 2000: 86). Similarly, a 1993 study which rated work/study abroad programs as one of the most important elements of internationalization in Canadian higher education, rated "integrated policies" as one of the least important (Knight, 1995). In addition, 51% of responding institutions reported no existing policy related to student exchange programs. Despite these results Knight comments that, "There was an indication, however, that policy is becoming increasingly important..." (Knight, 1995: 19). Knight's most recent study showed that while

Only when good policies, adequate support programs, knowledge of risk management and appropriate resources are combined can educators feel that they are offering programs that significantly reduce risk to both the students and the institution.

90% of responding institutions offered the opportunity of an undergraduate term or year of study abroad, only 65% provided a briefing or cross-cultural orientation. Clearly these responses indicate that many institutions may be in the situation of running international programs with serious gaps in their policies and support programs (Figure One: Scenario One).

The tendency for international educators in institutions with little or no protection in place, either for the institution or for their students going abroad, is to latch onto one tool – a waiver, a pre-departure program, a participation contract. The short-term objective is to solve the problem as quickly as possible. However, no single policy or program will satisfy the institution's legal *duty of care*. Only when good policies, adequate support programs, knowledge of risk management and appropriate resources are combined can educators feel that they are offering programs that significantly reduce risk to both the students and the institution.

2.3 Duty of care: Is there a "special relationship" when students go abroad?³

With the realization that institutions have a legal responsibility to offer safe study abroad experiences to students, the question becomes "What is our *duty of care* and how far does it extend?" Up until the 1960's, the relationship

between the institution and its students was often referred to as *in loco parentis*; the concept that the institution was expected to act in place of the student's parents. This concept was much more prevalent in American case law than elsewhere until it was essentially struck down by the courts in the 1960's (Evans, 1991). However, with the increase of study abroad programs and the associated risks, the idea of a *special relationship* between the student and the institution has re-emerged. Richard Kast points out that, "... it is clear that parents and family members of students injured or killed in international studies tragedies are firmly advancing the *in loco parentis* theory" (Kast, 1998: 29). To understand when a special relationship may exist, Burling refers to the "dependency" approach and uses the following example:

...contrast the cases of a graduate student crossing the street on campus with the case of toddlers enrolled in the campus daycare center crossing the same street. The toddlers are dependent on the supervision of the college's employees. The graduate student is not. The toddlers, therefore, stand in a special relationship with the college. The graduate student does not. (Burling, 1992: 4)

Although study abroad students are not toddlers, there is some suggestion that even adults can be in a position of dependence on the institution when involved in a study abroad program. This can indeed be the case if an institution is making decisions on behalf of students such as where they will live and how they will travel.

In his paper *The Global University: Issues in International Operations – At Home and Abroad* (Rhodes, 1998), Gary Rhodes has developed the *STAFF* model to illustrate how the perceived relationship between the student and the institution changes when the student becomes a study abroad participant (Table One). Essentially, the student's participation makes him or her dependent on the institution for his/her safety and well-being, more so than if the student remained at the home campus. The extent of this dependency varies according to the nature of the program and the nature of the institution's involvement; as the institution's level of involvement and decision-making on behalf of the student increases, the student's dependency on the institution increases, as does the institution's duty of care.

³ This section refers to various legal terms that have particular and concise definitions in the legal world. However, these terms are being used more and more in a colloquial manner in study abroad offices across the country. If you are unfamiliar with the legal concepts behind these terms, please refer to the CBIE Research Paper No. 11 *Risk and Responsibility in Study Abroad* (Hansen and Myles, 1997).

Table One: STAFF Model of Perceptions of Relevant Parties (Rhodes, 1998:1)

Human Component	Perceptions in the USA	Perceptions Abroad
S: Student	Independent Adult	Take care of me
T: Top-level Administrator	Internationalize	Limited Resources
A: Administrator (of Study Abroad)	Focus Expert	Broad Focus
F: Faculty	Teach/Academics	Teach/Academics
F: Family Member or Guardian	Independent Child	Care for Child

In the STAFF Model, Rhodes illustrates how the perceptions and roles of students, top-level administrators, study abroad administrators, faculty and family members can change when the student is away from campus.

Students:

- Go abroad and tend to expect more support and a higher level of service from the institution.
- Perceive that the institution has a greater obligation to “take care” of them as they venture into unknown territory.

Top-level administrators:

- While supporting the “internationalization push” to send more students abroad are often quick to point out that there are limited resources to support the increased traffic.

Study abroad administrators:

- Are usually viewed by their colleagues on their home campus as specialists in the area of study abroad.
- Are expected to facilitate all aspects of the overseas study experience, including communications, cultural adaptation, scheduling, liaising with other parts of the institution on academic issues, student services, scholarships and funding.

Faculty:

- Tend to focus on teaching and academic issues regardless of their location.

Parents and guardians:

- Often concerned about what their adult child has “gotten themselves into,” want to have some assurance that the institution will take responsibility for their child’s safety while abroad.

The perceived relationship between the study abroad student and the institution is somewhat different than when the student is studying on the home campus. The potential for litigation on the part of the parent or student will usually hinge on the perceived relationship with the institution and whether the institution has fulfilled its duty of care in terms of that relationship. Kast states that “a first cousin to *in loco parentis* is the “special relationship” theory in which a “duty of care” is imposed because of a special relationship existing between the parties.... From this assumption it is a short and logical step to conclude that the special relationship analysis has particular relevance in the context of overseas travel programs” (Kast, 1998: 29).

While we support this line of thinking and have referred frequently to the duty of care that institutions must carry out with regard to the student participation in the programs, there are limits to institutional responsibility. Participation in overseas programs necessitates duties and responsibilities on the part of the students as well as the institution. This division of responsibilities is outlined further in Section 3.3 *Health and Safety: Encouraging Student Partnership in Assuming Risk and Responsibility*.

3.0 FOUR RISK MANAGEMENT APPROACHES

The potential for accidents, injuries, and unforeseen medical calamities ... may cause the “risk-averse” administrator to consider abandoning all study-abroad opportunities. In addition, the rapidly growing number of students who study abroad will likely increase the incidence of students who are hurt while in another country... Yet there are enormous benefits to international study: it is a powerful experiential learning opportunity that is especially pertinent in today’s global economy. Professionals who work with study-abroad programs are beginning to heighten their efforts to reduce liability (Rubin, 1996) while continuing to maintain and enhance vibrant and attractive study abroad opportunities (Winston, 1998: 2).

There is little doubt that with the increase in study abroad activity there is also an increase in concern with the varied risks and potential liability to institutions and to study abroad administrators. It is also clear that institutions vary greatly on how they perceive these hazards and what approaches they take to manage them. Some institutions put a great deal of energy into managing them through student support programs while others allocate fewer resources for support while relying on transferring the risk through traditional insurance portfolios.

In this section we outline four institutional approaches that address risk and responsibility. These approaches are not meant to be mutually exclusive, nor are they the only ways of addressing the issues. However, they do reflect the most common examples that have emerged from the literature and from actual situations that we encountered in our research.

APPROACH A

3.1 The primarily legal approach to risk management - “Don’t worry we’re covered”

This is the most readily recognizable approach since all institutions will already have an array of instruments for managing risk and responding to a crisis at the domestic level. The “primarily legal” approach rests on the assumption that adherence to the terms of a contract, whether it is with an insurance company or as legislated by a government department, can be the primary means of managing risk for study abroad. The most commonplace instrument

that institutions use in this approach is liability insurance for transferring risks from the institution to an insurance company. Insurance plans are in place to reduce the costs of accidents, address legal challenges and ameliorate the negative outcomes resulting from crises affecting personnel while assuming their workplace-related responsibilities. In cases where “risk and responsibility for injuries attributed to risk taking” by an institution, or even in cases where negligence is a factor, the phenomenon of liability insurance offers the institution a means of “translating moral questions of responsibility into instrumental questions of cost” (Lowi, 1990: 31). While most institutions do not seek to avoid their moral responsibilities when an emergency occurs and do not see risk transference as the whole solution, liability insurance does offer a standardized frontline of defence when accidents occur.

A number of other instruments exist that affect the responsibilities of an institution while carrying out its mandated activities. These include limitations and regulations dictated by legislation and put into effect at all levels of government, by legal contracts with public and private sector partners, and by the institution’s own published policies on matters such as field research, environmental health and safety, accessibility, program and faculty evaluation, media communication policy and workplace violence. The list also includes contractor guidelines and health and safety standards.

Some institutions approach their responsibility to the students predominantly through risk transference instruments and compliance with the laws and contract regulations after assessing that their risk level is very low given the nature of their program involvement. As a result, institutions that choose to manage risk chiefly through this approach, in addition to having in place a solid package of insurance products, will stress close attention to their contractual and legislative responsibilities. They closely monitor all matters related to existing institutional policies, and have legal counsel available for study abroad administrators at all times.

3.1.1 Next steps

i. Ensure appropriate policies — insurance and otherwise — for the study abroad context

While institutions may initially approach the management of risk through traditional instruments designed for the domestic situation, they will need to dedicate some resources to reviewing their application to the study

abroad situation. For example, health insurance for students on a campus in Canada may not be valid for use out-of-country or may have severe limitations. Policies that require students to hold a supplementary health care insurance through a mandatory package included in their non-academic fees may have solved the domestic health care requirements, but new policies that address health insurance coverage for students planning to study abroad will need to be put in place to ensure that they have appropriate coverage. Similarly, policies governing admission, credit transfer, the selection of partner institutions, faculty selection and review, program review and evaluation will all need to be examined in light of their applicability for the out-of-country context.

ii. Take a proactive approach to addressing legal and safety matters

The “Don’t worry we’re covered” approach is for the most part a passive approach that puts in place the essential risk transference elements. The reactive processes then remain in the wings until action is required. If a crisis does occur with serious consequences for the institution, the agencies responsible for assuming the risk or for enforcing legal compliance may call for more proactive intervention on the part of the institution in the future. An example of such a case would be that of a public institution that has significant insurance coverage for accidents on its property. Because of limited resources it chooses not to implement a new lighting installation plan recommended by consultants as a high priority, knowing that it has enough insurance in case of an accident during the interim. The lighting in the stairwells of an older building is inadequate. A student slips and falls, hurting herself. This results in not only a lawsuit but also the intervention of various health and safety authorities charged with safety standards in public buildings. The institution is fined, must settle with the student, and is directed by the authorities to improve the lighting in the building where the student had the accident. Authorities also cite a number of other buildings as requiring immediate attention. In future negotiations, with the insurance company, the institution is directed to address the lighting problem if they do not want to see their premiums increase significantly.

The “Don’t worry we’re covered” approach works best when it goes hand-in-hand with a proactive approach to health and safety. However, typically this does not happen. For the study abroad program and given the special relationship that students have with their institution, this passive approach to ensuring their health and safety may have significant problems.

iii. Review institutional contracts in light of the overseas context

Legal challenges in the area of contract law are becoming more common.

... this is because the relationship between the student and the institution is changing to that of a contract. Both public and private institutions must examine publications, representations, and documents to ensure that they are not promising more than they can deliver. Litigation based on contract theory will continue to grow in the decades ahead (Barr, 1988: 349).

Study abroad programs will be especially vulnerable if promises are made to attract students that cannot be kept given the reality of the international site, or because partners do not provide such services as a part of their normal offerings to their domestic students. It is necessary to review all public documents in light of their implied contractual obligations.

“Along with contracts with students, it is important for institutions to develop *written agreements* with partner colleges, universities, study abroad providers, contract faculty and administrators and other travel support providers.” According to Rhodes (1994), “It is important that such agreements include appropriate academic programming and support services for students.”

iv. Provide study abroad administrators with legal counsel

Within the United States there is a shift toward a stronger grasp of the legal implications of involvement in student affairs practice including support services for study abroad.

The legal implications for student affairs practice will increase rather than decrease in the years ahead. Although sound risk management principles mandate careful attention to legal questions, student affairs administrators are not likely to avoid litigation. Some lawsuits will be brought that are frivolous; others will be threatened on grounds that they have already been litigated; and still others will raise new legal questions. Fear of legal proceedings should not, however, substitute for sound administrative judgement. The law and attorneys provide advice; administrators must make the best decision they can based on the facts at the time (Barr, 1988: 348).

In this increasingly complex legal environment, study abroad administrators require access to and the availabil-

ity of legal counsel concerning these matters. While the Canadian context is less litigious than that of the U.S.A., and may not call for intervention by legal counsel as often, make yourself familiar with the legal office on your campus, as well as all other offices dealing with risk management, health and safety, and security.

v. Address the ethical questions of liability

While the use of liability insurance and a clear policy supporting the institution's legal representation may help distance the institution from

For institutions involved in study abroad programs, the next steps beyond the primarily legal approach include the imperative of considering how they would react regardless of legal requirements to preserve the good reputation of the institution and the goodwill of all those affected by the incident.

ethical questions, the impact of an accident or emergency brings with it a sense of responsibility which is outside of the legal realm. A sense of obligation prompts institutions to act on behalf of their students in ways beyond what the minimum legal requirements would dictate. For institutions involved in study abroad programs, the next steps beyond the primarily legal approach include the imperative of considering how they would react regardless of legal requirements to preserve the good reputation of the

institution and the goodwill of all those affected by the incident.

APPROACH B

3.2 Crisis management - *"Deal with what happens"*

Major crises or calamities seem to occur relatively infrequently in our study abroad programs. However, there is neither any record-keeping, nor any clear statistics on health and safety problems faced in study abroad.

Yet many, if not most of our campuses, have had to deal with traumatic events such as severe or fatal injury, sexual assault, mugging or detention of a student by host country authorities. In addition, we have had to deal with perceived emergencies and early warning signs that called for some form of action or intervention. Bueno in his article *Preparing for Emergencies Should Be No Accident* states:

Accidents do happen. Emergencies occur. While directors should not get paranoid about possible accidents – the odds are, indeed, small – they should prepare themselves for such emergencies. Proper

action is critical. A few ounces of prevention and preparation can make the difference between a simple scare and a horrible tragedy (Bueno, 1989: 10).

This approach focuses on the implementation of an emergency plan or critical incident protocol for study abroad. It also suggests that the advent or even the threat of a crisis can provide opportunity as well as a challenge in that it offers the institution the chance to review programs and practices in the light of preparedness for action.

For the purposes of this approach, the term 'crisis' includes the following classes of events: major calamities such as the outbreak of civil unrest or war or natural disaster; the death of a student; serious illness or injury including mental illness or sexual assault; crime or violence; car, bus, plane or train accidents; and injury during high risk activity such as mountain climbing, skiing and scuba diving. While these types of crisis may differ with regard to the extent of the time, energy and resources required to address them, the negative impact upon an institution is potentially the same in all cases if the crisis is not managed well. Hence, it is important to have in place a mechanism to deal with crises in order to ensure optimum support for students and their families during and after the event, and to minimize negative impacts on the institution.

The majority of private companies that have put crisis management plans in place have done so because they themselves experienced emergencies. Companies that have not experienced an emergency are much less likely to have developed an emergency plan or currently practice crisis management (Kartez and Lindell, 1987; Mileti and Sorensen, 1987). It is to be hoped that educational institutions will not wait for a crisis before putting crisis management plans into place.

Some may say that only through the experience of a crisis and its direct impacts can an institution truly know how it will function. However, there is much to be learned from survivors of a crisis. Several resources are available to institutions to assist them in developing their own crisis plan. The University of Florida experienced significant trauma during a crisis in 1990. Since then a manual (Larsen, 1994) and video (Council for Advancement and Support of Education, 1994), both entitled *When Crisis Strikes on Campus*, have been developed to assist other institutions in their crisis management training sessions. The Safety Abroad First Educational

Travel Information (SAFETI) website also outlines a framework for establishing a crisis management plan.

According to the SAFETI Adaptation of the Peace Corps resource, *Crisis Management Handbook* (<http://www.usc.edu/global/peacecorps/crisis.html>), there are four basic steps to creating a plan: establishing a planning team, analyzing risks and capabilities to respond, developing the plan itself and operationalizing the plan. Each stage requires the dedication of resources. For many institutions that have not experienced, and are not likely to experience, a catastrophe, the allocation of resources to such a plan may seem extravagant. However, preparation for the types of crisis that arise on a periodic basis such as the injury or death of a student or incidents involving sexual assault or mental illness, do merit the investment

The establishment of an emergency protocol for individual crises can provide the basis of an action plan for larger scale traumatic events such as a natural disaster or group evacuation.

of time and resources to put policies and procedures in place. The establishment of an emergency protocol for individual crises can provide the basis of an action plan for larger scale traumatic events such as a natural disaster or group evacuation.

For detailed instruction in this area, a number of the resources

listed in the *Selected and Annotated Resource Guide* are dedicated to emergency plans and crisis management; some are written specifically for study abroad. They outline the various steps that can be taken to prepare a crisis management plan, an emergency protocol or an emergency action plan. The development of these resources takes time not only to prepare but also to build into the fabric of the institution. It is not enough to have a crisis management plan; there must also be simulated tests and a central department charged with its maintenance, testing and operation. While much can be done to prepare an institution to act effectively in the case of an emergency or disaster, no plan will be able to totally prepare an institution for the event.

The process of developing the institution's crisis protocol offers many benefits. It develops, in advance of a crisis, an institutional consciousness of the resources, communication systems and overall protocol that it must mobilize under an abnormal set of circumstances. Under the stress of a crisis, our systems can easily break down or malfunction simply because those of us in charge of the parts do not, and possibly cannot, envisage ourselves as a whole given the circumstances. Without the organization working with one purpose to solve the crisis, miscommu-

nication, indecisiveness and the tardy release of required resources become barriers to effective action. The creation of the crisis protocol and emergency plan creates an institutional consciousness that enables it to function under the stress of the crisis.

In a sense, crisis planning addresses the impact of an unexpected set of events that intervene in the daily life of the institution and its community. In its conception and initiation it promotes the best standards achievable in a human organization — protection of community welfare, efficient group cooperation toward action, effective decision-making, and focused and shared resources.

3.2.1 Next steps

- i. **Be proactive. Initiate an emergency protocol and/or a crisis management plan**

The right time to develop an emergency protocol or crisis management plan is before the crisis arrives. Crisis management plans and emergency protocols can be designed at a minimum to facilitate communication and the allocation of resources in the case of an emergency. There are a number of excellent resources available to assist in developing a plan. Take advantage of them.

- ii. **Build an institutional consciousness regarding emergency**

For institutions that have not experienced a crisis, the development of a crisis management plan will have a number of unexpected benefits. Senior administrators and faculty members responsible for study abroad programs will gain a broader understanding of institutional involvement in the internationalization process. The preparation of a plan develops an understanding not only of the risks to the institution and the students, but also of the many challenges that they may not have addressed to date. An example of this consciousness-building exercise is the preparation of an evacuation plan by a team of staff and students participating in a study abroad field trip. As they develop such tools as emergency contact numbers, a risk assessment chart and a protocol for dealing with emergencies, the team begins to grapple with the details and complexities

It is not enough to have a crisis management plan; there must also be simulated tests and a central department charged with its maintenance, testing and operation. While much can be done to prepare an institution to act effectively in the case of an emergency or disaster, no plan will be able to totally prepare an institution for the event.

of communication and interaction within the group especially at the time of an emergency. This development of the larger crisis management plan will foster a similar consciousness in the institution's crisis management team.

iii. Build a student consciousness of emergency readiness

Involving students in the development of the plan increases their understanding of the responsibilities that they must assume to maintain a healthy and safe learning environment. This is particularly important in the study abroad context. Special briefings regarding safety on field trips will raise their consciousness of the interdependence of the group and may contribute to more effective support and communication not only when emergency takes place but on a day-to-day basis.

APPROACH C

3.3 Health and safety: encouraging student partnership in assuming risk and responsibility – *"We want them to go and come back safely"*

One of the most important challenges is determining how to move students from the initial stages of inquiry to one of being fully informed, cognizant of the risks of living and travelling abroad and willing to accept the responsibilities associated with participation in the program.

Identifying where the responsibilities of the institution end and the student's role begins is the most critical challenge in the preparation process. Institutions must provide appropriate information but students must recognize that we encounter risks in our daily lives both at home and elsewhere. As a result, this paper does not envisage our programs as being delivered in a world that is predominantly a dangerous place in which we must be constantly looking over our shoulder in fear. We do recognize, however, "it is highly proper that both individual and institutional efforts be directed toward developing and implementing good risk management practices" (Owens, 1989: 2). Once we have identified these risks, defined how the institution will fulfil its responsibilities and articulated to the students their responsibilities, such that they have understood and accepted their implications, educators and study abroad administrators must strive to provide quality international opportunities and support services for our students.

Addressing the health and safety of the students through high quality services and programs is an essential

approach for managing risk. This approach is largely motivated by the attitude "We want them to go and come back safely" and supports the notion that the duty of care of the institution increases when students become involved in study abroad programs (Evans, 1991; Hansen and Myles, 1997). Providing support services that parallel the provision of quality academic opportunities abroad will not only address many of the duty of care issues, but also act as an instrument for risk management.

This approach envisages students as partners involved in the assumption of risk and responsibilities. In order to review this partnership, see the "informed consent" framework (Table Two) that documents the various stages of the study abroad process and the student and institutional responsibilities associated with them. The work of informing the students during the inquiry, selection and pre-departure process is aimed at motivating them to assume the various risks and responsibilities associated with their participation in their program during the travel and sojourn abroad stages. As Teuber quotes, "Imposing risks on people is justified if and only if it is reasonable to assume that they have consented to those risks" (Derr et al., 1981: 9). This process can also ensure that the academic concerns of the institution and the student are dealt with during all stages of the program preparation and completion.

For those institutions that have internationalized their curriculum to the point where study abroad and exchange participants must participate in a course both before and following their return, the delivery and monitoring of these sessions is made easier due to their mandatory nature. This does not of course guarantee student engagement, but it does help address the concern that the student has sufficient academic preparation and has been provided with pre-departure orientation briefings to allow for informed consent.

Study abroad administrators have raised many questions about the extent to which the institution must go to fulfill its duty of care. At what point does the student have to assume responsibility and accept the risk associated with study abroad? Students are in a partnership with the institutions in their educational endeavors. A key underlying assumption of this partnership is that students are capable of hearing and under-

At what point does the student have to assume responsibility and accept the risk associated with study abroad? Students are in a partnership with the institutions in their educational endeavors.

standing the messages outlined during their advising and pre-departure orientation sessions.

Preparing students has several key objectives: to offer the students a healthy and safe experience; to provide excellent educational programs in an international setting; and, to carry out our duty of care. In achieving these objectives the institution reduces its risk. More significantly the institution transfers some of the risk and some very clear responsibilities to the student. For example, for students participating in a field trip to a tropical country, a program may incorporate into the pre-departure orientation not only a cultural component but also a detailed explanation of the known hazards of living in the rainforest and tips for being proactive to avoid them. In the 60's and 70's, the orientation program would have emphasized the cross-cultural component, how to avoid serious illness and how to perform academic research effectively in the field. The main objectives focused on health, safety and academic performance. More recently, however, an additional dimension has been built into these sessions with the aim of protecting the institution against liability by documenting the student's "informed consent" for participating in study abroad activities.

The student's participation in the orientation program is indeed one measure of the institution fulfilling its duty of care. The program staff, in administering the pre-departure orientation, can verify that the student has heard and understood the risks and is prepared to assume the responsibilities of participating in the field trip through the signing of a release, contract or waiver. While these legal instruments may limit the institution's liability if there is a lawsuit, more importantly they act as a record that the student consciously accepted the risks and responsibilities of the program. As Winston notes, "Releases and waivers serve primarily to document that participants in potentially hazardous activities have been informed of the risks associated with them and knowingly assume the legal risks" (Winston, 1998: 82).

Thus when we are considering study abroad activities, we must not only put into effect instruments that document the student's consent, but also create support programs that ensure the student is informed and cognizant of the responsibilities they bear in making a safe and successful sojourn abroad. The culmination of this transition on the student's part is the signing of a release, waiver or contract indicating informed consent. In confirming this status, the student also indicates that he/

she recognizes that there are risks and realities that the institution and program staff are unable to prevent or ameliorate. Illness, natural disaster and civil unrest fall into this category.

Table Two outlines the stages that a study abroad participant moves through from the planning and preparation stage of the study abroad program to re-entry. The student's responsibilities largely focus on the student as an active partner as they move through the process. For the most part the student responsibilities call for achieving a level of knowledge regarding their placement, fulfilling academic objectives and adhering to a certain standard of behavior. For each of these, the institution provides the instruments to guide them through the process.

Table Two also lists the steps to inform students on the pre-departure stages of the study abroad process. The students' participation brings an awareness of the role that they will play in making their sojourn out-of-country a safe and healthy one. The institution and its staff provide current and accurate documentation for the students. For example, applications for study abroad programs not only collect personal data for identifying the student, but also outline the basis on which students are chosen, provide an opportunity for self-identifying any special needs and present a list of policies including the necessity of a waiver. This careful planning on the part of the institution will generate in the student the confidence to take the critical decisions along the way that will lead to their full and active participation.

Some very clear steps indicate student consent for taking part in the program. These include signing and returning the letter offering a place, paying the fees as per the schedule, acquiring appropriate health insurance coverage and signing the waiver of liability. Each step establishes student consent based on information provided by the institution.

For consent to play a legitimating role in the making of these risk decisions, it cannot come into play only in the final stages of the decision-making process. Potential risk bearers will have to be involved at every stage of the process... (Teuber, 1990: 249).

During the program in the host country, the students' adherence to the various policies and assumption of the responsibilities that they committed to back home, confirm their role as partners in supporting the health and safety objectives of the institution. Should a student fall

short, this behavior should be recorded in detail for future reference. Once the student has assumed a partnership role, failure to act accordingly should have clear and documented consequences.

In each of the stages the appropriate institutional policy, program or service should be outlined. In most cases, providing forms that document the essential information needed by the institution to carry out its duty of care, and the delivery of the support services that move the student through the stages of informed consent and support the student during the study abroad experience, bring the institution to the limits of its responsibility. The student who has moved through the programs and filled out the forms has at each stage been consciously apprised of the risks and responsibilities. The program stages have educated them and confirmed willing participation. It is at this point that the endeavor becomes a partnership with the students taking the lead in the host environment to act responsibly.

The importance of the international education support services cannot be over-emphasized in making this partnership successful. A study abroad program that dedicates limited resources to its support programs not only risks that the students are ill prepared but also that they lack the understanding of their partnership role in making their study abroad experience successful. The advantage of strong student support services moves the institution toward both managing its risks and having the students assume their responsibilities.

3.3.1 Next steps

- i. **Review your pre-departure orientation program in light of informed consent as outlined in Table Two.**

While few institutions will aim to implement all aspects of this framework, the contents provide a template for institutional action.

- ii. **Articulate the institutional and student responsibilities as expected outcomes of the pre-departure program**

Many aspects of the traditional pre-departure program lend themselves to establishing informed consent on the part of the students. To help clarify this goal, identify the responsibilities you wish the students to assume during their sojourn abroad and plan your pre-departure orientation such that these responsibilities are made clear to the students and documented throughout the pre-departure process.

APPROACH D

3.4 The comprehensive study abroad policy and program review: International education guidelines and the safety audit – “*We have done our due diligence*”

For institutions that have come to the point where they recognize that something more must be done than working with separate parts of the study abroad process, a comprehensive policy and program review is recommended. Especially in a policy-driven environment where the institution wishes an overview of all of the risk management programs and policies that are currently in place, the review can be very effective in identifying the strengths and the shortcomings of the present situation. The conclusion of the CBIE Research paper No. 11 *Risk and Responsibility in Study Abroad* notes that:

What emerges from this examination is the recognition that institutions engaged in study abroad programming must undertake a process in which they both identify areas of risk in each program, and implement mechanisms to warn students of these risks and to protect them where possible. In a sense, this process is a kind of *legal audit*, wherein universities and colleges review their liability in the context of study abroad programs, with an emphasis on communication and prevention, rather than on damage control. This approach requires that study abroad administrators review every aspect of their activities and programs on offer, for example, going over their orientation sessions, assessment and evaluation practices, considering the use of waivers, and reviewing various arrangements made on the students' behalf (Hansen and Myles, 1997: 17).

The time is right for this approach to gain prominence. In the United States there have been several crises that have raised a red flag about the need for “industry standards” to ensure the health and safety of students. Several European and Canadian-based organizations are also in the process of creating documents aimed at providing guidance to institutions involved in study abroad programming.

Implementing an institutional review of policies and programs in the area of study abroad is similar to that of implementing a financial audit or systems audit or having an academic accreditation review. However, it is most helpful if a set of generally accepted standards have been put in place by a recognized organization that can be used to evaluate the institution's policy and program infra-

Table Two: Informed Consent as Student and Institutional Responsibilities at Each Stage of Study Abroad

STAGES IN STUDY ABROAD PROCESS	INFORMATION		CONSENT	
	Student Responsibilities	Institutional Responsibilities	Student Responsibilities	Institutional Responsibilities
Researching Options	<ol style="list-style-type: none"> 1. Acquire Accurate Information <ul style="list-style-type: none"> • Search Library • Internet Search 2. Review Academic Requirements <ul style="list-style-type: none"> • Session with Academic Advisor • Review Course Calendar 3. Select Potential Programs 	<ol style="list-style-type: none"> 1. Make Available Accurate Information <ul style="list-style-type: none"> • Pamphlets • Posters • Support Materials • Academic Programs 2. Hire Qualified Advisors 	<ol style="list-style-type: none"> 1. Carry Out Self-Audit 2. Set goals and objectives <ul style="list-style-type: none"> • Session with Advisor 	<ol style="list-style-type: none"> 1. Hire Qualified Advisors
Application and Selection	<ol style="list-style-type: none"> 1. Review Application Package Thoroughly 2. Complete Application Accurately 3. Self-Identify Special Needs 	<ol style="list-style-type: none"> 1. Print Selection Criteria and Process on Application Form along with Notice of Fees & other Conditions of Participation 2. Publish Financial Aid Information 3. Set Refund and Cancellation Policy 4. Set Residence Policy 5. Set Special Needs Policy 6. Give Notice that Waiver/Release will be required 	<ol style="list-style-type: none"> 1. Sign Acceptance Letter 2. Pay Fees According to Schedule 	<ol style="list-style-type: none"> 1. Make Offers in Writing to Students 2. Publish Fees and Description of Program Costs
Pre-departure Preparation	<ol style="list-style-type: none"> 1. Select Academic Courses 2. Attend Orientation Sessions 3. Review Materials <ul style="list-style-type: none"> • Handbook • Health and Safety • Site Specific • Cultural • Travel • Code of Conduct • Health Insurance Information 	<ol style="list-style-type: none"> 1. Set Course Selection and Credit Transfer Policy – Note Disclaimer on Acceptance Letter that Academic Program May Change 2. Provide Orientation and Briefing Sessions to the Needs of the Program 3. Brief Students About the Risks and their Responsibilities 4. Develop detailed and Accurate Handbook 5. Revise Code of Conduct for Study Abroad Context Including Repatriation Clause 	<ol style="list-style-type: none"> 1. Acquire Health Insurance <ul style="list-style-type: none"> • Submit Proof 2. Complete forms <ul style="list-style-type: none"> • Release of information • Emergency Contact • Medical Release 3. Acknowledge “informed consent” <ul style="list-style-type: none"> • Sign release/ waiver/ Contract 	<ol style="list-style-type: none"> 1. Monitor Health Insurance Coverage 2. Supervise Signing of Release/Waiver/ Contract 3. Monitor Submission of Completed Forms 4. Maintain Accurate and Up-to-Date Files

STAGES IN STUDY ABROAD PROCESS	INFORMATION		CONSENT	
	Student Responsibilities	Institutional Responsibilities	Student Responsibilities	Institutional Responsibilities
Travel to Host Country			<ol style="list-style-type: none"> 1. Adhere to Travel Policy 2. Observe Safe Conduct 	<ol style="list-style-type: none"> 1. Develop Travel Policy including notes on common carrier for group 2. Set up Buddy System 3. Develop Emergency Travel Plan
Out-of-Country Sojourn			<ol style="list-style-type: none"> 1. Participate in Host programs <ul style="list-style-type: none"> • On-site orientation • Field Trip Briefings • Emergency Briefings 2. Observe rules of Host <ul style="list-style-type: none"> • Code of Conduct • Laws of Country 3. Be a Cultural Ambassador 4. Register at Embassy 5. Observe Safe Behavior 6. Assume Risk Involved in Extra-curricular Activities <ul style="list-style-type: none"> • Leisure Travel • High Risk Sports • Driving • Alcohol/Drug Use and Abuse 	<ol style="list-style-type: none"> 1. Develop Evacuation Plans 2. Provide Emergency Support Program 3. Provide Sexual Harassment and Assault Policy 4. Set High Risk Activity Guidelines 5. Statement on Personal Liability of Faculty 6. Set Policy on Drug and Alcohol Use and Abuse
Returning Home	<ol style="list-style-type: none"> 1. Attend Re-entry Briefing 2. Complete Evaluation forms 	<ol style="list-style-type: none"> 1. Provide Re-entry Briefing and Support Programs 2. Carry out Program and Student Evaluation 	<ol style="list-style-type: none"> 1. Observe Travel Policy 2. Pre-register in Academic Courses 	<ol style="list-style-type: none"> 1. Develop common Carrier Policy

structure for study abroad. Until recently these standards have not existed. The recent surge of activity in the U.S.A. has seen the development of two instruments that could be used in the process of policy and program review — international education guidelines developed by the Interorganizational Task Force on Health and Safety in Study Abroad (NAFSA 1997), and the Program Audit Checklist developed by Rhodes (1998). The Interorganizational Task Force guidelines have the following objective:

To provide useful practical guidance to institutions, participants, and parents/guardians/families. The guidelines are intended to be aspirational in nature. Although no set of guidelines can guarantee the health and safety needs of each individual involved in a study abroad program, these guidelines address issues that merit attention and thoughtful judgment (NAFSA, 1997).

These guidelines are available on the NAFSA website [<http://www.nafsa.org/safetyabroad/guidelines1298.html>]. And despite being guidelines rather than regulations, so many institutions have publicly “signed on” that they could be construed in legal actions as representing a minimum standard of care, with broad support from the study abroad field.

In addition to the Task Force’s effort to set standards from an external vantage point, the Center for Global Education, University of Southern California, under the direction of Gary Rhodes, targets program development and implementation as the entry point for health and safety standards and has published the Program Audit Checklist. This checklist can be found at the *Safety Abroad First Educational Travel Information (SAFETI)* webpage [<http://www.usc.edu/dept/education/globaled/safeti/>], along with other resources for study abroad administrators. The checklist includes sections on program administration, health and medical care, insurance coverage, personal safety and adjustment, and crisis and risk management. Rhodes’ approach is one of increasing the awareness of administrators and study abroad professionals regarding the range of safety and health concerns that are involved in implementing quality programs, and providing the instruments to move the institutions to that destination. Rhodes’ checklist embodies the approach suggested by the concept of “legal audit” put forward by Hansen and Myles (1997) and can act as a map for institutions embarking on a comprehensive audit.

The results of the audit may be a mixed blessing for it may not only identify where the points of liability exist,

it may also signal the need for resources to be reallocated if safety measures are to be put in place. While external intervention can spur some institutional change, it may not be seen to be contextual and hence may be rejected by those administrators and faculty who must implement policies and programs or who will be required to find the funds to implement the changes.

More importantly, if the institution approves guidelines and fails to implement safety changes, the institution may incur more liability with the guidelines and policies articulated, but without the support services and programs in place.

In recent years, the courts have increasingly relied on standards of practice to guide decisions. Many professional associations have responded and have promulgated standards for practice. Such a trend has both positive and negative implications. Adherence to standards by the institution can aid in limiting liability claims. Lack of knowledge of such standards and failure to follow them can increase potential liability for the institution (Barr, 1988: 350).

If the institution has knowledge of a concern around a study abroad program and does not address it, there could be a case made for negligence on the part of the institution. The program audit checklist can also be a tremendous benefit to program administrators who wish to implement campus-wide health and safety standards in that where there is a resistance to an institution-wide effort, the use of external guidelines may help to overcome this barrier by demonstrating the existence of something akin to “industry standards” set by an outside party.

Most institutions will not have the resources to initiate a complete audit of their programs. While reference can be made to the work of Rhodes and the SAFETI website, only on rare occasions will an institution make the effort to implement all of the various instruments for managing risk as outlined in the list. Usually the work is carried out incrementally and often moving back and forth through the various approaches.

3.4.1 Next steps

i. Conduct a Comprehensive Review

Use the guidelines and checklists available to take an inventory of your policies and practices. Involve all relevant parties at your institution and be sure to make

use of the services and expertise that already exist. This will include experts in crisis management, insurance, legal issues, support for students with disabilities, student conduct, as well as student affairs staff, counseling centre staff, campus police, public and media relations, academic support and the office of the University/College president. You might be surprised to find many existing policies and procedures that could apply to study abroad. Your health and safety officer may have a lot to offer although he or she may not know much about overseas programs in particular.

3.5 How do these approaches interrelate?

Four approaches to risk management have been outlined in this paper. It is important to note, however, that these approaches are not mutually exclusive. Each approach has its strengths and limitations and often, the use of one approach will lead administrators to consider other facets of risk management that are prevalent in the other approaches. When approaching an overall risk management strategy it is important to note that no matter where you start, you are bound to end up incorporating elements from various approaches. Once one risk management initiative is taken, the progress is often charted along program lines with policies being generated as issues are clarified. Figure Two gives some examples of how these approaches may overlap.

Figure Two: How risk management approaches relate



This diagram illustrates some possibilities for interaction between approaches. For example, a primarily legal approach often involves a waiver. However, a waiver is more than just a legal instrument. It is evidence that a

student has been informed of the reasonably foreseeable risks of a program and agrees to accept them. The idea of informed consent leads directly to the health and safety approach of shared responsibility between the institution and the student. One aspect of this approach focuses on providing the student with appropriate information such that the student can make informed decisions and reduce risk. Therefore, a waiver can be an educational tool in a pre-departure orientation program as well as a legal instrument.

Interaction between the approaches also takes place in times of crisis. Wherever the event happens in the study abroad process — whether it is a legal challenge to the selection process or tragic death during a field trip — the institutional energies and resources immediately become focused on that stage in the process. Both the *Primarily Legal* and *Crisis Management* approaches tend to focus on policy and crisis response protocol. *Health and Safety* practitioners, however, will focus on the actual response to the crisis and how effective the preparation for students and faculty was with regard to contacting the institution and taking effective steps to guarantee the students' health and safety. All groups respond to the crisis bringing with them the strengths of their particular approach.

A crisis may generate a systematic review of the particular stage in the study abroad process that has presented the challenge, and possibly, a full audit of the program itself. Although a raised awareness of risk management may lead to a full audit, it is most often a crisis which leads an institution to take a comprehensive look at its overall approach to risk management across its study abroad offerings.

Whatever approach is in place at your institution, the development of systematic risk management is often more organic than prescribed. The incorporation of new approaches in the institution is the result of progressive experience and awareness. New elements of risk management may be introduced slowly over time as needs are identified. Because of this organic growth in managing programs, it is again important to state that development of proper programs and procedures will be limited if resources do not keep pace with program growth.

4.0 GAINING SUPPORT ON CAMPUS

4.1 Responding to perceptions of risk

The challenge for the study abroad administrator in addressing risk and responsibility presents itself in a

number of ways. Each institution has its own history of policy and decision-making, a particular work context and a unique administration, and therefore each institution will have a different process of approaching risk and responsibility concerns.

Often the frontline manager and program administrator are all too aware of the course of action that must be taken to address the challenges but are left with limited resources and/or no leverage to implement them adequately. This is not just a resource question but also a political question. How do program managers and study abroad administrators move their institutions to establish policies and implement student support programs related to study abroad? This discussion is replete with stories of study abroad administrators seeking to address the student support side of international education programs. The environment is very competitive for the ear of the decision-makers given the range of academic issues that they must deal with as well. Even well documented arguments for putting the required support and administrative services in place may not generate any action.

Unfortunately, one of the most effective ways to get action on these matters is to have an emergency or to raise the spectre of an emergency. Should we need to use threat of an emergency or potential legal liability to get the institution's attention? A sad reality is that in discussions on changes in the administrative environment and risk management, crisis management or emergency planning, it is the threat of legal liability that triggers institutional action in the first instance, and not the health and welfare of students. As a result of this focus on risk alleviation, we often see policies established without the requisite student support programs being put in place as well. Some study abroad program managers have used the risk and liability arguments to gain the attention of the senior decision-makers of the institution. The documentation of potential risks to the institution along with current examples of lawsuits that are in the courts have a direct impact on the life of the institution and can generate prompt action. It should be noted, however, that spreading fear on your campus may provoke a reaction you did not anticipate. You may find that more legalistic measures are implemented and not more health and safety oriented programs.

Institutions are caught between their vision of internationalization and the persistent climate of scarce resources.

In an institutional environment of scarcity where few initiatives receive additional funding, the lack of development of policies and support programs for internationalization and

student mobility is not surprising. Institutions are caught between their vision of internationalization and the persistent climate of scarce resources.

This situation betrays the reality that many institutions have yet to clarify the implications of their drive for internationalization. "It is time for a wake-up call to reflect on and reconfirm the goals and directions for internationalization... to think about the issues affecting international education, about the proactive and reactive changes that are happening and about how we can best promote, manage and monitor our objectives" (Knight, 1999:1). Given the intense focus by most institutions on student mobility as a means of achieving their goals for internationalization, addressing the question of resources is a major concern. How much is too much international expansion before the programs are compromised and the risk factors increase to unmanageable levels because the quality of the support programs declines?

4.2 Acknowledging different views on your campus

When determining how to approach the various stakeholders at your institution it may be helpful to realize that often the responsibilities of a particular level of administration dictate their view of risk management priorities (Table Three). This became apparent in the words of a faculty member who said that whenever he spoke with the risk management officer he was always told, "Our insurance will cover that." The faculty member was frustrated because he didn't just want to be *covered* by insurance, he wanted students to go and return safely. [In addition, he wanted to get on with the real work of study abroad programs, which is good academic and experiential learning.] His statement corresponds to the elements outlined earlier in Figure One. The academic programs represent the "internationalization push" which triggered the increase in student mobility to enhance their learning. Wanting them to come and go safely reflects the "health and safety" approach to managing risk. The "don't worry we're covered" attitude tends to reflect a view of risk management based primarily upon legal concepts. Not all of the people at one institutional level will share the same attitude. Many senior administrators are extremely concerned with health and safety and experiential learning. However, Table Three provides a guide for understanding the general concerns often reflected by different levels of institutional responsibility.

By understanding the possible attitudes toward risk it becomes possible to approach people on campus with a balanced view of what needs to be accomplished. Merely spreading the fear of liability is likely to get the attention

Table Three: Perception of Risk Based on Institutional Responsibility

Main Institutional Level Concerned	View of Risk	Usual Result Instrument	Reference Resources ⁴
Senior Administration	Risk transference – “Don’t worry, our insurance will cover us.”	Waivers, policy	Risk management
Student Services Study Abroad Office	Risk reduction and duty of care – “We want our students to go and return safely.”	Pre-departure orientation and other information and support programs	Health and Safety
Academic Faculty Members	Wish to have risk managed by others – “We want students to have the best learning experience possible.”	Academic programs that make appropriate use of international location to enhance experiential learning.	Internationalization

of senior administrators, however, they may respond with purely legal approaches e.g. waivers, insurance, legal agreements, and few resources for student support programs. In an extreme response, some will suggest that all programs be cancelled because they are simply too dangerous. Appealing to the larger vision of internationalization as worthwhile experiential learning and pointing out that good support programs with corresponding legal instruments and relevant policies can work together to reduce liability, should help secure a balanced response from the institution. The implementation of “risk management plans, clear policies, staff training, and common sense can help reduce liability claims” (Barr, 1988: 349). Well-managed student support programs in themselves can also assist in clarifying the shared responsibilities incurred by institutions and students when involved in study abroad programs.

4.3 The role of international educators in managing risk

International educators often find themselves in the middle of the discussion concerning study abroad programs, risk, resources and support programs. It is often the study abroad administrator who is positioned to see all sides of the issue; the positive and negative outcomes of the overseas learning experience; the narrow escapes from potentially disastrous situations; the restricted resources that often impede the offering of comprehensive support programs. It is also true that most international

educators have never envisioned themselves as legal experts or risk managers. However, if good quality educational programs are to continue at our institutions, it seems that risk must be addressed. International educators are in a unique position to balance risk management with educational objectives.

While it is important for study abroad administrators to be cognizant of risk management issues, it is also important to remember that the original goal of study abroad programs is to offer students a learning experience they could not obtain at home. Well-run programs are worth the effort and the benefit of such programs can outweigh the risks. Risk can be kept at acceptable levels by establishing educationally sound overseas programs and supporting them with appropriate support programs and good risk management knowledge. Risk management does not have to be a purely legal exercise. Most often, common sense and preparation can take care of a considerable portion of the institution’s duty of care. Thomas Butcher has summarized the common sense approach to risk management in his “Common-Sense Tips To Promote Safety In Study Abroad”.

While it is important for study abroad administrators to be cognizant of risk management issues, it is also important to remember that the original goal of study abroad programs is to offer students a learning experience they could not obtain at home. Well-run programs are worth the effort and the benefit of such programs can outweigh the risks.

⁴ Refers to the section in the *Selected and Annotated Resource Guide* where reference resources pertaining to the Instruments can be found.

Tom Butcher's* Common-Sense Tips to Promote Safety in Study Abroad
(*International Educator*, Summer 1998)

1. Do the right thing.
2. Do *something* rather than nothing.
3. Consider what a reasonable person would do, and carry it out.
4. Consider what can go wrong, before a program/student departs.
5. Disclose the dangers of a program/destination.
6. Obtain signed waivers (informed consent).
7. Don't adopt policies/procedures that you can't/won't enforce.
8. Inform students of risks, laws, penalties, responsibilities related to the consumption of alcohol.
9. Prepare program directors and participants.
10. Involve/educate your campus president, provost, legal counsel, risk manager, public affairs staff, business office, health services staff, counselling office and any other office associated with study abroad programs.

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5.0 CONCLUSION

This paper has attempted to provide institutions and international education administrators with some practical steps for implementing policies and programs to manage risk in study abroad programs through a discussion of risk management principles and the provision of four approaches. While risk management can be a complicated and sometimes daunting part of our work in international education, when sorting through the maze of waivers, contracts, pre-departure information, informed consent and crisis response procedures, it is important to

remember that risk management is not a purely legal exercise. It must also consider educational goals, student health and safety and the ethical and moral responsibilities inherent to conducting study abroad programs as part of higher education.

... professionals managing these programs must find a place at the table with other administrators guiding the course of internationalization for the institution.

In addition, as study abroad activities at the institutional level multiply and the demands on the student support programs increase, the professionals managing these programs must find a place at the table with other administrators guiding the course of internationalization for the institution. Not only should they be consulted as developments take place regarding their impact on operations, but they should

also be allocated the resources to carry out these responsibilities to a high standard.

Institutions should not restrict their internationalization efforts through study abroad programs simply because of risk. Risk is an essential part of any experiential learning whether at home or abroad. Ensuring that programs are well run and both the students and the institution are aware of and accept their responsibilities can go a long way in reducing the likelihood of negative outcomes. Knowledge of the relevant legal issues combined with a lot of common sense can satisfy much of the institution's duty to its travelling students.

Finally, the risk management approaches outlined in this paper can be found in practice at various institutions across Canada. Unfortunately, with an absence of formal risk management training for Canadian international educators, most institutions are forced to rely on their own evolving experience to determine the direction of their risk management strategies. The next step for Canadian institutions and the organizations representing them is to work together to share ideas, experience and resources with the aim of developing a compendium of best practices for study abroad.

Institutions should not restrict their internationalization efforts through study abroad programs simply because of risk. Risk is an essential part of any experiential learning whether at home or abroad.

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Worth the Risk: Selected and Annotated Resource Guide

Reference materials and resources designed to help manage risk are becoming increasingly available as educational institutions and organizations identify this area as a priority. Some excellent resources have been developed for the purposes of instructing and informing educational institutions on the development of policies and programs for managing risk and enhancing the health and safety of students while they are abroad. This guide identifies the more recent books, articles, videos and web sites and some works of individuals who pioneered in this area and provided ground-breaking research and information.

How resources were selected

Several criteria were used:

1. The resource contributes to one of four key topic areas that underlie the discussion of risk and responsibility in study abroad — general overviews of the theme, internationalization as it pertains to student mobility, health and safety in study abroad, and risk management.
2. The resource acts as a background reference or guide to institutions for developing policies and programs.
3. The resource enhances the discussion regarding the balance between implementing good risk management practices and providing quality study abroad programs as part of the student's academic experience.
4. The resource is available for use by international educators, either through the author, publisher or internet.

In addition, the researchers generally avoided resources developed for one particular institutional context. Institution-specific resources have been included when they make a significant contribution to the topic and are readily available for circulation.

Format of reference listings

For each of the web sites listed, the URL has been identified. Due to the evolving nature of the Internet, it is possible that web sites have changed or moved since the date they were reviewed for inclusion.

A number of the resources have been designated with a ✓ as being “most helpful” in aiding professionals and administrators in developing policies and programs for limiting institutional risk and/or enhancing the health and safety of students who are studying abroad. This designation denotes excellence in quality and ease of availability.

How to find the resources you need

Resources are organized into four main categories with sub-categories where appropriate. In some cases, they have been listed under two headings because the resources pertain to both. As terminology can often be confusing, the definitions of each category follow.

CATEGORY 1: General Overviews

When searching for resources giving an overview of issues and practices in the areas of health and safety and/or risk management, look in the “General” section for the guide and in the “General” section for the specific area.

CATEGORY 2: Health and Safety

This category comprises publications which focus on the provision of quality programs such that students prepare for and are able to deal with overseas risks while pursuing their educational goals.

- General
 - publications which provide a general overview of health and safety issues and practices
- Administration
 - publications which focus on the administration of study abroad programs
- Orientation
 - publications which offer information on pre-departure, in-country, and/or re-entry orientation for students going abroad
- Health
 - publications which mainly deal with educating students about travel health concerns

- Special needs
 - publications which address travel issues for students with disabilities, gay, lesbian or bisexual travellers, etc.
- Travel
 - publications which offer information about general travel issues, e.g. road safety, local crime rates, etc.
- Policy
 - publications which examine policy development related to education abroad programs

Finally, it is our hope that this list of resources will assist international educators with the task of educating both themselves, and their institution's senior administrators, about the essential elements of safe and educational overseas programs. Risk management is not just a matter of waivers and legal documents; it hinges on implementing quality, well-run programs that inherently consider the best interest and safety of students.

CATEGORY 3: Internationalization

Publications that clarify issues pertaining to internationalization in higher education and its influence on education abroad activity.

CATEGORY 4: Risk Management

Publications that explore liability and risk management issues mainly from a legal and administrative perspective as opposed to a health and safety programming perspective.

- General
 - publications offering a general overview of risk management issues
- Crisis Management
 - publications which focus on dealing with immediate response to emergencies
- Legal
 - publications which mainly deal with legal issues, legal terminology or case law
- Health Insurance
 - publications which specifically look at the role of health insurance in risk management

CATEGORY 1: General Overviews

Recommended

- ✓ Hanson, Lynne and Wayne Myles. 1997. Risk and Responsibility in Study Abroad. Canadian Bureau for International Education, 220 Laurier Avenue West, Suite 1100, Ottawa, Ontario, K1P 5Z9, Canada. Tel: 613-237-4820 ext. 242. Fax: 613-237-1073. <http://www.cbie.ca>
An excellent overview for the Canadian context of risk and responsibility concerns for institutions involved in study abroad. Includes a review of the literature and specific legal cases, an analysis of the legal, ethical and other issues involved and recommendations to educational institutions on managing liability and risk issues in overseas programs.
 - ✓ Hoffa, William and John Pearson. 1997. NAFSA's Guide to Education Abroad For Advisers and Administrators. 2nd ed. Washington, D.C.: NAFSA: Association of International Educators. P.O. Box 1020, Sewickly, PA 15143, USA. Tel: 800-836-4994; Fax: 412-741-0609.
A comprehensive guide to all aspects of education abroad including professional qualifications, opportunities, and responsibilities; operations within institutional structures and values; program development and administration and understanding U.S. legal issues.
 - ✓ NAFSA: Association of International Educators. NAFSA's Principles For U.S. Study Abroad. 1981. [http://www.nafsa.org/publications/stand_pol/principles.6.html]
 - ✓ Rhodes, G. University of Southern California Center for Global Education. 1999. [<http://www.usc.edu/dept/education/globaled>].
Presents a comprehensive compilation of resources and information on preparation, application and administration of programs; extensive study abroad bibliography; detailed worldwide profile of colleges and universities; addresses an extensive array of resources for study abroad, safety abroad issues and control devices for program assessment.
1. NAFSA: Association of International Educators. Guidelines for Responsible Study Abroad: Health and Safety. [<http://www.nafsa.org/safetyabroad/>].

Presents the Guidelines for Responsible Study Abroad: Health and Safety compiled by the Interorganizational Task Force on Safety and Responsibility in Study Abroad as well as listing a number of articles and resources.

2. NAFSA: Association of International Educators. Section on U.S. Students Abroad, SECUSSA. 1999. [<http://www.nafsa.org/secussa>].
Focuses on the concerns of students abroad and gives a guide to education abroad programming and advising with insights into professional organizations, publications, electronic resources, education abroad opportunities, campus resources, professional development and current issues.
3. Rhodes, G. and R. Henry. 1994. Read the Fine Print: How Well-Run is Your Program. Peterson's Study Abroad, 14-7. Peterson's Guides, 202 Carnegie Center, Princeton, NJ 08540, USA. Tel: 609-243-9111.
A brief article advising students who are considering study abroad to raise questions about potential programs in areas such as program administration; orientation, information and re-entry meetings; travel and transportation; on-site facilities and resources; medical care and insurance; and legal considerations.
4. SECUSS-L. A listserv for Education Abroad Professionals. 1994. [<http://www.listserv.acsu.buffalo.edu/cgi-bin/wa?S1=secuss-l>].
Provides access to the SECUSS-L listserv archived discussions on a wide range of topics in the area of health and safety in study abroad.
5. Slind, Mickey H. 1996. Health and Safety Issues and Insurance and Liability Issues for the Short Term Program. Short-Term Study Abroad: How to Design, Develop and Direct Programs for U.S. Students Abroad - NAFSA Pre-conference Workshop. Indianapolis, IN. P.O. Box 1020, Sewickly, PA 15143, USA. Tel: 800-836-4994; Fax: 412-741-0609.
An excellent and concise summary of health and safety issues in study abroad, includes pre-departure topics, crisis management tips, health insurance details and liability issues.

CATEGORY 2: Health and Safety

General

Recommended

- ✓ Butcher, Thomas A. J.D. 1999. Tom Butcher's Common-sense Tips to Promote Safety in Study

Abroad. International Educator. NAFSA: Association of International Educators 8, no. 3: 5. P.O. Box 1020, Sewickly, PA 15143, USA. Tel: 800-836-4994; Fax: 412-741-0609. (see pg. 20).
A list of ten points to remember when dealing with safety and study abroad. A framed copy should be on the wall of every international educator's office.

1. NAFSA: Association of International Educators. Promoting Health and Safety in Study Abroad. 1999. [<http://www.nafsa.org/safetyabroad/resources.html>].
Listing of professional development resources concerned with promoting health and safety abroad.
2. Rubin, Amy Magaro. 10 May 1996. Colleges Study Ways to Protect Students in Overseas Programs. The Chronicle of Higher Education: A49. Circulation Dept. 1255 Twenty Third St. N.W., Washington, D.C. 20037, USA. Fax: 202-223-6292.
A discussion of health and safety issues in study abroad in light of several tragedies in the U.S. programs.
3. Rubin, Kyna. February 1998-31 March 1998. How Much More Can Programs Do To Protect Students: Safety In Study Abroad. NAFSA Newsletter 49, no. 3. P.O. Box 1020, Sewickly, PA 15143, USA. Tel: 800-836-4994; Fax: 412-741-0609.
Presents the collective experience of the organizers of some well-known overseas programs including Peace Corps and Beaver College.
4. Slind, Mickey H., Deborah C. Herrin, and Joan Gore. 1997. Health and Safety Issues. NAFSA's Guide to Education Abroad for Advisers and Administrators, eds. William Hoffa and John Pearson. 2nd ed., 271. Washington, D.C.: NAFSA: Association of International Educators. P.O. Box 1020, Sewickly, PA 15143, USA. Tel: 800-836-4994; Fax: 412-741-0609.
Covers the breadth of health and safety issues including some of the less frequently discussed topics such as preexisting health conditions, foreign medical practice and pre-departure medical examinations.

HEALTH AND SAFETY

Administration

Recommended

- ✓ Carr, Judith W. and Ellen Summerfield. 1993. Forms of Travel: Essential Documents, Letters and Flyers for Study Abroad. NAFSA: Association of International Educators. P.O. Box 1020, Sewickly, PA 15143, USA. Tel: 800-836-4994; Fax: 412-741-0609.

A comprehensive collection of sample study abroad-related documents from U.S. universities.

1. Dalton, Jon C. 1999. Beyond Borders: How International Developments are Changing Student Affairs Practice. New Directions for Student Services, ed.-in-chief John Schuh. Jossey-Bass, 350 Sansome St., Fifth Floor, San Francisco, CA, 94104, USA. Tel: 415-433-1740; Fax: 415-433 0499.
Outlines various aspects of the international influences in student affairs work.
2. European Association for International Educators (EAIE). SWING: Stage, Work Placement and Internship Networking Group. [<http://www.eaie.org/activities/ps/SWING/actie.html>].
The EAIE SWING project aims to design and test three documents that will define the position of students who are doing internships or work placements throughout Europe in order to provide some clarity until legislation is put in place to deal with the issue.
3. Soneson, H., C. Lochner Wright, and J. Navari. 1997. Program Designs and Strategies. NAFSA's Guide to Education Abroad for Advisers and Area Administrators. 2nd ed. NAFSA: Association of International Educators. P.O. Box 1020, Sewickly, PA 15143, USA. Tel: 800-836-4994; Fax: 412-741-0609.
A good overview of various types of study abroad programs and their advantages and disadvantages.
4. WSAnet - Professional International Educators from Ontario Universities. 1999. Education Abroad Administrator's Manual. International Centre, Queen's University, Kingston, Ontario K7L 3N6, Canada. Tel: 613-533-2604; Fax: 613-533-6190. [http://www.quic.queensu.ca/information/booklet_eng1.html]
A comprehensive guide for managing international student exchanges. This is a practical manual including samples of

exchange agreements, guidelines for negotiating agreements, application packages, selection guidelines, orientation programs, and program evaluation tools.

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Orientation: general

Recommended

- ✓ Hoffa, William. 1998. Study Abroad: A Parent's Guide. NAFSA: Association of International Educators. P.O. Box 1020, Sewickly, PA 15143, USA. Tel: 800-836-4994; Fax: 412-741-0609.
This publication advocates the benefits of study abroad while at the same time carefully addressing each of the key concerns that parents may have. It effectively outlines the responsibilities that the student and the institution share for the participant's health and safety; also, details the characteristics of a well-organized and professionally managed program.
 - ✓ WSAnet - Professional International Educators from Ontario Universities. 1995. World Within Reach : A predeparture orientation resource for exchange and education abroad programs. International Centre, Queen's University, Kingston, Ontario K7L 3N6, Canada. Tel: 613-533-2604; Fax: 613-533-6190. [<http://www.quic.queensu.ca/library/WWREACH/INDEX.html>]
A video which through interviews with students and advisers, provides insights into the value and responsibility of the study abroad experience.
 - ✓ WSAnet. 1999. Ready, Set, Go! An Interactive Pre-departure Workbook For Students Going Abroad.
An excellent interactive workbook that covers all aspects of travel preparation for Canadian students including banking, special needs travel, cultural adaptation and re-entry.
1. Cornell Abroad. Study Abroad Handbook. Spring 1999. [<http://www.einaudi.cornell.edu/CUAbroad/>].
Offers an excellent example of a web site designed for the prospective study abroad participant including a supporting study abroad handbook that addresses topics such as personal security, sexual assault, health insurance and legal matters.
 2. Cunningham, Christopher G. 1991. The Integration of International Students in Canadian Post-Secondary

Campuses. Canadian Bureau for International Education, 220 Laurier Ave West, Suite 1100, Ottawa, Ontario K1P 5Z9, Canada. Tel: 613-237-4820 ext. 242; Fax: 613-237-1073.

A review of how quality reception, orientation and support services can make the difference in helping international students to integrate into the campus community.

3. Darrah, Marline. 1998. Safety and Study Abroad. 32 minutes. International Film and Video. Les McCabe, Semester at Sea, 811 William Pitt Union, Pittsburgh, PA 15260, USA. Tel: 412-648-7490.

A pre-departure orientation video that outlines foreseeable health and safety issues. Most information is oriented to U.S. students. A few segments are somewhat graphic.

4. Hachey, Jean-Marc. 1998. The Canadian Guide to Working and Living Overseas. Intercultural Systems, P.O. Box 588, Station B, Ottawa, Ontario. K1P 5P7, Canada. Tel: 613-238-6169; Fax: 613-238-5274
A comprehensive directory to resources on international education in Canada including sections on special concerns for families, security and politics, health and safety, and women working and living overseas.

5. Hoffa, William. The Studyabroad.com Handbook. 1995. [<http://www.studyabroad.com/handbook/handbook.html>].
A preparatory handbook for studying abroad which explores a diversity of issues including health and nutrition, safety and security, legalities, coping with emergencies, and a most important pre-departure checklist.

6. Holmes, Jeffrey. 1997. Guardian Angel: How to be a Supportive Parent or Guardian when Your Young Adult Decides to Study Abroad. Canadian Bureau for International Education, 220 Laurier Ave. West, Suite 1100, Ottawa, Ontario K1P 5Z9, Canada. Tel: 613-237-4820 ext. 242; Fax: 613-237-1073.
This compact booklet touches on most of the essential topics that parents and/or guardians need and want to know about when their student traveller is planning, participating in, or returning from a sojourn abroad.

7. Rohrllich, B. 1993. Expecting the Worst (or the Best!): What exchange programs should know about student expectations. New York: AFS Center for the Study of Intercultural Learning. AFS Intercultural Programs, 198 Madison Ave., 8th Floor, New York, NY 10016, USA. Tel: 212-299-9000; Fax: 212-299-9090.
Reports the results of a survey of 1000 U.S. exchange students concerning their expectations of overseas living and the relevance to pre-departure orientation programming.

8. Summerfield, E. R. Sibley, and H. Stellmaker. 1997. Predeparture Orientation and Reentry Programming. NAFSA's Guide to Education Abroad For Advisers and Administrators, Eds. William Hoffa and John Pearson. 2nd Edition, 223-45. Washington, D.C.: NAFSA: Association of International Educators. P.O. Box 1020, Sewickly, PA 15143, USA. Tel: 800-836-4994; Fax: 412-741-0609.

A good overview of the essential elements of pre-departure orientation and re-entry programming.

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Orientation: health issues

Recommended

- ✓ International Society of Travel Medicine (ISTM). 1999. [<http://www.istm.org/>].
Provides updates on travel medicine, disease outbreak information, health-related publications, membership-oriented discussion groups, excellent web site links and a travel clinic directory for more than 50 countries.
- ✓ Rose, S. R. 1995. International Travel Health Guide. Travel Medicine, Inc. 351 Pleasant St., Suite 312, North Hampton, MA 01060, USA. Tel: 800-872-8633; Fax: 413-584-6656
An excellent in-depth guide to travel health issues including useful checklists and statistics on the prevalence of certain risks.
- ✓ Shoreland Inc. Travel Health On-Line. 1999. [<http://www.tripprep.com/>].
Offers health and safety related country profile directory, lists travel medicine providers, explores general health concerns and lists publications applicable to the individual traveller.

1. Blythe, Stephen. Travel Health Information Service. October 1999. [www.travelhealth.com/].
Offers health risk assessment by destination, general health recommendations, precautionary techniques and guidelines on issues ranging from safety and security to insect avoidance, with links to government sites, CDC and WHO, financial institutions, books, maps and discussion groups on specific issues.
2. Canadian Society for International Health. December 1999. [<http://www.csih.org>]
1 Nicholas Street, Suite 1105, Ottawa, Ontario K1N 7B7, Canada. Tel: 613- 230-2654.

Provides health information on precautions and things to do when travelling abroad. The material covers "before you go," "during your trip," and "when you return." Offers the booklet, Health Information for Canadian Travellers. Free.

3. Center for Disease Control (CDC). Center for Disease Control: CDC Travel Information. July 1999. [http://www.cdc.gov/travel/].
Provides current and geographic health recommendations and information on disease outbreaks and a listing of reference material suited for international travel.
4. CUSO Health Services. 1995. Get Ready: Hints for a Healthy Short-Term Assignment Overseas. 2255 Carling Ave., Suite 400, Ottawa, Ontario K2B 2A6, Canada. Tel: 613-829-7445; Fax: 613-829-7996.
A handy and thoughtful booklet that outlines various stages of preparation for healthy travel, travel tips for comfort and safety, the do's and don'ts of staying healthy overseas and steps to take for good health upon returning home.
5. Gore, Joan E. and Judith A. Green. Health Check for Study, Work, and Travel Abroad. February 2000. [http://www.ciee.org/lsp/safety/healthcheck.htm].
A listing of health tips that includes essential questions for preparing for a sojourn abroad, a medical kit inventory and a personal health inventory.
6. Health Canada. Information For Travellers. [http://www.hc-sc.gc.ca/].
Provides information on the Canadian Federal and Provincial Government health care system and facilities with information on a wide range of health related concerns such as information for travellers, specific health issues and current affairs.
7. International Association for Medical Assistance to Travelers (IAMAT). [http://www.sentex.net/~iamat/].
Offers members services including territory-specific immunization requirements, a directory of western trained, English/French speaking physicians, fixed service payment schedule, and passport size medical history for use in an emergency.
8. Medical College of Wisconsin 'Travelers' Clinic. Medical College of Wisconsin Physicians and Clinics: International Travelers Clinic. 1996. [http://www.intmed.mcw.edu/travel.html].
Provides travel information and an extensive list of www travel health sites and other travel resources.
9. Pan-American Health Organization. [http://www.paho.org]
Provides detailed country profiles for countries within the Americas. The information includes social, economic and health conditions.

10. Rubin, Amy Magaro. 16 June 1995. Overseas Health Risks: Colleges urged to give better advice to participants in study-abroad programs. The Chronicle of Higher Education: A37, A38. Circulation Dept., 1255 Twenty-Third St. N.W., Washington, D.C. 20037, USA. Fax: 202-223-6292.

An article outlining the basic duty of study abroad professionals to inform students of possible health risks.

11. World Health Organization, Division of Tropical Diseases. World Health Organization, Division of Tropical Diseases. 1998. [http://www.who.ch/ctd/].
Provides a list identifying, defining, and analyzing tropical diseases and control mechanisms and support provided to countries to manage and eliminate these diseases.

HEALTH AND SAFETY

Orientation: special needs students

Recommended

- ✓ Sygall, Susan (Ed.).1998. Building Bridges: A Manual for Integrating Persons with Disabilities into International Educational Exchange Programs. Mobility International USA, POB 10767, Eugene, OR 97440,USA. Tel: 541-343-1284.
A comprehensive manual which covers such issues as ads to attract persons with disabilities to your programs; tips for booking airlines and practical aspects for accommodating various disabilities.
- 1. Bucks, Christa. 1997. A World of Options: A Guide to International Educational Exchange Community Service and Travel for Persons with Disabilities. Mobility International USA. P.O Box 10767, Eugene, OR 97440, USA. Tel: 541-343-1284; Fax: 541-343-6812.
Provides over 600 pages of information on travel and international programs, as well as personal experience stories from people with disabilities who have had successful international experiences.
- 2. Gay-MART Enterprises Inc. Gay and Lesbian Travel and Resource Guide. December 1998. [http://www.gaymart.com/5persorg/6city/targ.html].
Lists accommodations, leisure activities and dining facilities that offer a gay/lesbian friendly environment for cities in 13 major countries.

3. International Travel Tips. Travel Tips For the Disabled Traveler. 1999. [http://www.tips4trips.com/Tips/distips.htm].

Posts user-submitted pre-departure and general travel advice for the disabled, with reference to books that provide additional guidance on the subject.

4. Mobility International USA. Challenge Yourself and Change the World. 1999. [http://www.miusa.org].
Provides information on disability and exchange organizations, international exchange, leadership development, disability rights and community service opportunities existing for people with disabilities through publications, training workshops and presentations.

5. Mobility International USA. Travel Information for People with Disabilities. 1999. [http://www.miusa.org/travel.htm].
Listing of tour operators and related travel services, publications and internet travel resources to assist the disabled with their leisure travel needs.

HEALTH AND SAFETY

Orientation: travel

Recommended

- ✓ Department of Foreign Affairs and International Trade (DFAIT) Canada. [http://www.dfait-maeci.gc.ca/menu-e.asp].
Provides travel information on a broad range of health and safety issues including a number of useful publications for Canadian travellers and current consular reports by country.

1. Air Security International. Air Security International: Hot Spots. 1999. [http://www.airsecurity.com/hotspots.htm].
Offers daily risk management and security profiles on specific locations, providing situational updates, citing particular dates and assessing their significance in particular countries and the possible impact on the traveller.
2. Association for Safe International Road Travel (ASIRT). 1998. [http://www.asirt.org.].
Details the hazards associated with road travel by providing country-specific: city, rural, interstate conditions, citing the

most dangerous roads, seasonal hazards, night travel, car rental precautions and access to medical care.

3. Consular Branch, Public Affairs and Consular Division. Foreign Affairs and Trade - Australia: Travel Advice. July 1999. [http://www.dfat.gov.au/consular/].
Offers a service through the Australian Foreign Affairs Office that provides hints for travelers, tips in case of emergencies, travel advice for women and consular information by country.
4. Department of Foreign Affairs & International Trade: Canada. 1999. Bon Voyage But.... 125 Sussex Dr., Ottawa, Ontario K1A 0G2, Canada. Tel: 800-267-8376.
An instructive set of two video tapes (episodes 1-4) for the Canadian traveller outlining personal experiences of travellers and including pre-departure preparation and travel hints for health and safety. Free.
5. —. 1999. Bon Voyage But....
An instructive companion pocket book to the video of the same name for the Canadian traveller outlining items for pre-departure preparation, travel hints for health and safety, reference resources and useful addresses at home and abroad. Free.
6. —. 1999. Crossing the 49th.
This useful "compendium of the Bumps on the Road for Canadians Going South" includes notes on several key items affecting travellers to the U.S.A. including medical matters, insurance, customs, emergency Consular services, Canada Customs and additional reference resources. Free.
7. —. 1998. Her Own Way: Advice for the Woman Traveller.
A very useful pocket book directed to women travellers with information for pre-departure preparation, travel hints for health and safety, reference resources and useful addresses at home and abroad. Free.
8. Donnelly, Mary Rose. 1995. On our Way: A Guide to your Overseas Intercultural Experience. The Canadian Churches' Forum for Global Ministries, 230 St. Clair Ave. W., Toronto, Ontario M4V 1R5, Canada. Tel: 416-924-9351.
A handbook for church-related personnel who are preparing for a sojourn abroad that focuses on life in a new culture and new community. Practical information for pre-departure

preparation and living in the field, and discussions of spiritual topics are included as well as sections on safety and what to do in the case of an emergency.

9. Information Inc. Travel Intelligence Online (TIO). [http://www.infoinc.com/TIO/about.html].
Provides to subscribers, country specific travel intelligence with regard to business, political and personal risk conditions, facilitated by a database of public and private information systems.
10. Pinkerton Global Intelligence Services (PGIS). 1990. [http://www.pinkertons.com/pgis/].
Provides security risk analysis and recommendations to clients from primarily the business community through world status maps, daily/weekly intelligence summary, region specific travel information and scaled country risk level analysis, to facilitate accurate assessment and response to possible international threats that could compromise safety.
11. U.S. Central Intelligence Agency. U.S. Central Intelligence Agency's World Fact Book. 1999. [http://www.odci.gov/cia/publications/factbook].
A very useful site giving information about most countries in the world; includes geography, government, people, economy, communications, transportation and military information.
12. U.S. State Department. Travel Warnings and Consular Information Sheets. 1999. [http://travel.state.gov/travel_warnings.html].
Provides country specific travel warnings, public announcements and consular information sheets designed to identify countries where avoidance of travel by U.S. citizens is highly recommended.

HEALTH AND SAFETY

Policy

Recommended

- ✓ CBIE. Canadian Bureau for International Education. Code of Ethical Practice. 1993. [www.cbie.ca/ethics.html].
Provides general guidelines for ethical conduct applicable to educators involved in services, admissions and recruitment, and study abroad and exchanges.

1. Council on International Educational Exchange (CIEE). Principles of Good Practice for International Education. February 2000. [http://www.ciee.org/educationalprinciples.htm].

The site presents principles of good practice that CIEE espouses and promotes for all institutions involved in international education.

2. NAFSA: Association of International Educators. 1992. Standards & Policies in International Education: A Guidebook. Washington, D.C.: NAFSA. P.O. Box 1020, Sewickly, PA 15143, USA. Tel: 800-836-4994; Fax: 412-741-0609.
A guidebook for policy development, professional conduct, and the continued growth of international education. Includes policy statements and a code of ethics and principles for the administration of exchanges (also carried on the NAFSA web site: http://www.nafsa.org/publications/stand_pol/).
3. —. NAFSA's Code of Ethics. 1992. [http://www.nafsa.org/publications/stand_pol/ethiccode.html].
Provides general guidelines for the ethical conduct applicable to NAFSA members and explains principles pertaining to many of the activities that NAFSA members undertake.
4. —. Statement of Professional Competencies for International Educators. 1995. [http://www.nafsa.org/et/competnt.html#secussa].
Outlines general qualifications for education abroad professionals citing characteristics relevant to professional growth and advancement.
5. Winston, Roger B. Jr. and Sue A. Saunders. 1998. Professional Ethics in a Risky World. New Directions for Student Services, 77-94. Jossey-Bass, 350 Sansome St. Fifth Floor, San Francisco, CA 94104. USA. Tel: 415-433-1740; Fax: 415-433-0499.
Makes the case that student affairs professionals must balance the increasing legal risks involved in their duties and the benefits of the students' education while acting within an ethical framework.

CATEGORY 3: Internationalization

Recommended

- ✓ Bond, Sheryl L. and Jean-Pierre Lemasson (eds.). 1999. A New World of Knowledge: Canadian Universities and Globalization. International Development Research Centre, Ottawa, Ontario: Renouf Publishing Company Limited, 1-5369 Chemin Canotek Road, Ottawa, Ontario K1J 9J3, Canada. Tel: 613-745-2665; Fax: 613-745-7600.

A stimulating collection of essays spanning a wide range of topics from the historic beginnings of Canadian university internationalization in development and aid programs to undergraduate education, research, student mobility, technology and management issues.

- ✓ de Wit, Hans (ed.), 1995. Strategies for internationalisation of higher education: A comparative study of Australia, Canada, Europe and the United States of America. European Association for International Education (EAIE) Secretariat, Van Diemenstraat 344, 1013 CR Amsterdam, The Netherlands. Tel: +31-20-625-2727; Fax: +31-20-620-9406.
A valuable comparative study that introduces the reader to the historic, philosophic and strategic underpinnings of internationalization in higher education in Australia, Canada, Europe and the United States of America.

1. CBIE. Canadian Bureau for International Education - International Educators. [www.cbie.ca/inted.html].
This site has information on professional development, available publications and resources and CBIE Professional Chapters.
2. AUCC. Association of Universities and Colleges of Canada - International. [www.AUCC.ca/en/internationalindex.html].
This site contains information on programs and exchanges, scholarships and a searchable database of exchange agreements held by Canadian universities.
3. Dalton, Jon C. 1999. The Significance of International Issues and Responsibilities in the Contemporary Work of Student Affairs. New Directions For Student Services, 3-11. Jossey-Bass, 350 Sansome St. Fifth Floor, San Francisco, CA 94104, USA. Tel: 415-433-1740; Fax: 415-433-0499.
An overview of the increasing internationalization of student services in higher education, the opportunities for student service exchange and the reasons why student affairs leaders must become more involved in international educational exchange and leadership on campus.
4. Francis, Anne. 1993. Facing the Future: The Internationalization of Post-Secondary Institutions in British Columbia. British Columbia Centre for International Education, 1483 Douglas St., Victoria, B.C. V8W 3K4, Canada. Tel: 250-978-4242; Fax: 250-978-4249.
A good examination of what internationalization means in higher education, includes a definition, indicators and activities.
5. Knight, Jane. 1993. Internationalization: Management Strategies and Issues. International Education Magazine, 20-1. Ottawa: Canadian Bureau for International Education, 220 Laurier Avenue West, Suite 1100, Ottawa, Ontario, K1P 5Z9, Canada. Tel: 613-237-4820 ext. 242; Fax: 613-237-1073.
A good introduction to the elements of internationalization, steps to achieve it and measures to ensure it is recognized on campus.
6. —. 1994. Internationalization: Elements and Check-points. Canadian Bureau for International Education. As above.
A discussion of the definitions of and approaches to internationalization at Canadian institutions.
7. —. 1995. Internationalization at Canadian Universities: The Changing Landscape. Association of Universities and Colleges of Canada, 350 Albert St. Suite 600, Ottawa, Ontario, K1R 1B1 Canada. Tel: 613-563-3961 ext. 205; Fax: 613-563-9745.
A study that examines the importance and implementation of internationalization in Canadian post-secondary institutions.
8. —. 1996. Internationalizing Higher Education: A Shared Vision? Ottawa: Canadian Bureau for International Education, Association of Universities and College of Canada, and Association of Canadian Community Colleges. Algonquin College Bookstore, Ottawa, Ontario. Tel: 613-727-4723 ext. 7609; Fax: 613-727-7744.
A survey of three stakeholder groups (education sector, government sector and private sector) to determine the similarities and differences in their views of the importance of internationalization.
9. —. 1999. A Time of Turbulence and Transformation for Internationalization. Ottawa: Canadian Bureau for International Education, 220 Laurier Avenue West, Suite 1100, Ottawa, Ontario, K1P 5Z9, Canada. Tel: 613-237-4820 ext. 242; Fax: 613-237-1073.

An examination of the changing views of internationalization with reference to its meaning, rationale and goals in higher education. A lexicology of international education.

10. —. 2000. Progress and Promise: The AUCC Report on Internationalization at Canadian Universities. Association of Universities and Colleges of Canada, 350 Albert St., Suite 600, Ottawa, Ontario, K1R 1B1 Canada. Tel: 613-563-3961 ext. 205; Fax: 613-563-9745.

A follow-up study to Internationalization at Canadian Universities: The Changing Landscape (1995), which gives an excellent review of the changing international climate at Canadian universities.

11. Ping, Charles J. 1998. An Expanded International Role for Student Affairs. New Directions for Student Affairs, 13-21. Jossey-Bass, 350 Sansome St. Fifth Floor, San Francisco, CA 94104, USA. Tel: 415-433-1740; Fax: 415-433-0499.

An insightful article which examines how internationalization has impacted the responsibilities of student affairs professions.

CATEGORY 4: Risk Management

General

Recommended

- ✓ Burling, P. 1992. Managing the Risks of Foreign Study Programs. Foley, Hoag & Eliot. Boston, Massachusetts. 1 Post Office Square, Boston, MA 02109, USA. Tel: 617-832-1000; Fax: 617-832-7000.

An excellent review of the various approaches to managing risk in overseas programs.

- ✓ Hanson, Lynne, and Wayne Myles. 1997. Risk and Responsibility in Study Abroad. Canadian Bureau for International Education, 220 Laurier Avenue West, Suite 1100, Ottawa, Ontario K1P 5Z9, Canada. Tel: 613-237-4820 ext. 242; Fax: 613-237-1073.

An excellent overview for the Canadian context of risk and responsibility concerns for institutions involved in study abroad. Includes a review of the literature and specific legal cases, an analysis of the ethical, legal and other issues involved and recommendations to

educational institutions on managing liability and risk issues in overseas programs.

- ✓ Kast, Richard C. Fall 1997-Winter 1998. Liability Issues in International Studies Programs. International Educator, NAFSA: Association of International Educators 7, no. 1: 26-32. P.O. Box 1020, Sewickly, PA 15143, USA. Tel: 800-836-4994; Fax: 412-741-0609

This highly readable article focuses on the legal context that has emerged for international studies program administrators in the U.S. study abroad environment. A review of current court cases, sources of legal duties and the means to minimize the risk of legal liability helps the program administrator identify potential risks and, in consultation with other professionals in the area, plan for managing these risks.

- ✓ USC Center For Global Education. SAFETI Clearinghouse. 1999. [<http://www.usc.edu/dept/education/globaled/safeti/>].

Provides excellent guidance on attaining effective program administration, focusing on health, safety, managing risk, limiting liability and the legal ramifications/recourse should the risks be realized. Includes a legal audit checklist for assisting institutions to review their policies and procedures.

- ✓ Weeks, Kent M. 1999. Managing Liability and Overseas Programs. Nashville, TN: College Legal Information, Inc. P.O. Box 150541, Nashville, TN 37215-0541, USA. Tel: 615-383-3332; Fax: 615-383-3480.

An excellent manual for managing issues related to liability and study abroad including sections on sponsoring programs, student misconduct, duty to advise, sources of liability, orientation and program assessment, crisis management and risk management. Each section has a selected bibliography and the appendices feature releases, resources and checklists.

1. Aalberts, R. J. and R. B. Evans. 1995. The International Education Experience: Managing the Legal Risks. Journal of Legal Studies Education 13, no. 1: 29-44. JLSE Business Manager, Gerald Madek, Bentley College, 175 Forest St., Waltham, MA 02154, USA. Tel: 617-891-2644.

Reviews the concept of in loco parentis in light of the rising legal risk associated with study abroad programs and suggests three ways in which institutions can limit this risk through

contractual stipulations, choice of forum, choice of law and arbitration clauses.

2. Aalberts, Robert and K. D. Ostrand. 1987. Negligence, Liability and the International Education Administrator. Journal of the Association of International Education Administrators 49, no. 59. Blaine Brownell, Editor, Centre for International Programs & Services, University of Memphis, Campus Box 526278, Memphis, TN 38152-6278, USA. Tel: 901-678-3271; Fax: 901-678-4949.
A concise article discussing legal liability as it pertains to negligence in study abroad, and to various ways in which the international education administrator can plan defense strategies to limit the risk of litigation.
3. Bredemeier, Richard. 1984. Risk Management in Campus Activities Programming. Risk Management and the Student Affairs Professional, ed. H. Owens, 103-134. National Association of Student Personnel Administrators and NASPA Institute for Research and Development. 1875 Connecticut Ave. NW Suite 418, Washington, DC 20009, USA. Tel: 202-265-7500; Fax: 202-797-1157.
An extensive review of the principles of risk management in student affairs work. Examples relate to U.S. law but emphasis is on managing risk by offering high-quality, well-managed programs.
4. Cooper, Diane L. and James M. Lancaster. Summer 1998. Beyond Law and Policy: Reaffirming The Role of Student Affairs. New Directions for Student Services 82. Jossey-Bass, 350 Sansome St. Fifth Floor, San Francisco, CA. 94104, USA. Tel: 415-433-1740; Fax: 415-433-0499.
Thought-provoking articles that address the growing dependence of student service administrators on legal and liability policy while putting less emphasis on ethical and developmental issues and alternative approaches.
5. Douglas, Mary. *Risk as a Forensic Resource*. Daedalus: The Journal of the American Academy of Arts & Sciences. Fall 1990, American Academy of Arts & Sciences, P.O. Box 515, Canton, MA 02021-9924, USA.
An insightful article on the changing meaning of 'risk' "from chance to danger" by tracing its historic origins and conceptual basis in culture and knowledge.
6. Graubard, Stephen R.(ed.) *Preface to the Issue "Risk"*. Daedalus: The Journal of The American Academy of Arts & Sciences. Fall 1990, American Academy of Arts & Sciences, P.O. Box 515, Canton, MA 02021-9924, USA.
A collection of essays focusing on 'risk' and the way the concept and meaning are reflected in U.S. politics, culture, history and current health and safety issues.
7. Hammond, Edward, H. 1984. To Risk or Not To Risk: That is the Question. Risk Management and The Student Affairs Professional, ed. H. Owens, 135. 1875 Connecticut Ave. NW Suite 418, Washington, DC 20009, USA. Tel: 202-265-7500; Fax: 202-797-1157.
A concise overview of the responsibilities and risks involved in student affairs programming. Includes key elements for developing a risk management plan with some specific reference to U.S. legal case studies.
8. Kaplin, W. 1985. The Law of Higher Education: A Comprehensive Guide To Legal Implications of Administrative Decision Making. 2nd ed. Jossey-Bass, 350 Sansome St. Fifth Floor, San Francisco, CA. 94104, USA. Tel: 415-433-1740; Fax: 415-433-0499.
This guide covers such concepts as risk avoidance, risk control, risk transfer and risk retention.
9. Lowi, Theodore J. *Risk and Rights in the History of American Governments*. Daedalus: The Journal of The American Academy of Arts & Sciences. Fall 1990, American Academy of Arts & Sciences, P.O. Box 515, Canton, MA 02021-9924, USA.
An article evaluating the historic expression of risk in the U.S. with a focus on the role of the state in regulating risk and allocating responsibility.
10. Owens, Hilda F. 1984. Risk Management and Professional Responsibility. Risk Management and the Student Affairs Professional, ed. H. Owens. 1875 Connecticut Ave. NW Suite 418, Washington, DC 20009, USA. Tel: 202-265-7500; Fax: 202-797-1157.
This article urges student affairs professionals to manage legal risks encountered in their work through an awareness of basic legal questions and liability, the rights and responsibilities of the institution and the students, and by developing risk management plans at the individual and institutional levels. The author makes a case for the professional management of student affairs programs and services that can be easily translated into study abroad programs.
11. Rypkema, Pamela J. JD. 1998. International Study Abroad Programs: A Risk Manager's Perspective. Chevy Chase, Maryland: United Educators Insurance Risk Retention Group, Inc. 2 Wisconsin Circle, Suite 1040. Chevy Chase, MD 20815, USA. Tel: 301-907-4908; Fax: 301-907-4830.

A 1998 NAFSA conference presentation by a risk manager focusing upon ten topics including: legal issues, the nature of the school/student relationship, student health and safety, and program evaluation.

12. Schuh, John H. 1984. The Residential Campus: High Risk Territory. Risk Management and the Student Affairs Professional, ed. H. Owens, 57. 1875 Connecticut Ave. NW Suite 418, Washington, DC 20009, USA. Tel: 202-265-7500; Fax: 202-797-1157.

This article discusses five topics with legal implications that relate to residential campuses. A number of aspects of the discussion can also pertain to study abroad and student affairs administrators charged with minimizing the risks associated with out-of-country residential settings.

13. Teuber, Andreas. *Justifying the Risk*. Daedalus: The Journal of The American Academy of Arts & Sciences. Fall 1990, American Academy of Arts & Sciences, P.O. Box 515, Canton, MA 02021-9924, USA.

This article argues that a consent-based role for potential risk bearers is the only fair and appropriate way to justify risk activity in spite of its shortcomings.

RISK MANAGEMENT

Crisis Management

Recommended

- ✓ Burak, Patricia A. 1995. Crisis Management in a Cross-Cultural Setting. Washington, D.C.: NAFSA: Association of International Educators. P.O. Box 1020, Sewickly, PA 15143, USA. Tel: 800-836-4994; Fax: 412-741-0609.

A well laid out handbook that tackles legal and financial crises, suicide, missing persons and other topics (new edition to be published soon).

- ✓ Council for Advancement and Support of Education (CASE). 1994. *The Worst of Times: The University of Florida Story*. "When Crisis Strikes on Campus". 24 minutes. CASE Resources, Suite 400, 11 Dupont Circle, Washington, D.C. 20036-1261, USA. Tel: 202-328-5900.

An excellent video (companion to the publication "When Crisis Strikes on Campus", Larson) for purposes of instructing key personnel at educational institutions in crisis management. Using the example of a real crisis, it outlines the key principles, planning steps and implementation stages in the management of the crisis.

- ✓ Larson, Wendy A., ed. 1994. *When Crisis Strikes On Campus*. Council for Advancement and Support of Education. CASE Resources, Suite 400, 11 Dupont Circle, Washington, D.C. 20036-1261, USA. Tel: 202-328-5900.

A companion resource book for the video "The Worst of Times: The University of Florida Story." Includes support materials for the University of Florida crisis case study, a compilation of articles and case studies on crisis communication, associated resources and bibliography.

1. Bueno, J. L. 1989. *Preparing for Emergencies Should Be No Accident*. Crisis, Emergencies and The Study Abroad Program, ed. Deborah J. Hill. Worthington, Ohio: Renaissance Publications. 2210 Winsted Dr. Suite 5333, Dallas TX 75214, USA. Tel: 212-320-4900; Fax: 214-319-1899.

A first-hand account of dealing with an accident overseas from consoling the victim to dealing with cultural differences in the medical system.

2. Fink, S. 1986. Crisis Management, Planning for the Inevitable. Amacom Books, 1601 Broadway Avenue, 8th Floor, NY, NY 10019-7420, USA. Tel: 212-586-8100; Fax: 212-903-8168.

Although not directly related to overseas programs, this paper examines crisis management in generic terms which are useful to international educators. Includes, elements of a crisis, crisis forecasting, crisis management planning and crisis intervention.

3. Georgetown University. 1999. Emergency Response Manual for Overseas Contacts. American College Health Association. P.O. Box 28937, Baltimore, MD. 21240-8937, USA.

A good example of some of the items required in an emergency response plan; includes procedures for death of a student, student arrest, crime committed against a student and sexual assault against a student.

4. Hill, Deborah J. 1989. Crisis, Emergencies and The Study Abroad Program. Worthington, Ohio: Renaissance Publications. 2210 Winsted Dr. Suite 5333, Dallas, TX 75214, USA. Tel: 214-320-4900; Fax: 734-661-6321.

A practical review of the ins-and-outs of emergencies abroad; includes preparing for emergencies, sending students home, perceived emergencies and the art of successful home stays.

5. Hoffa, William, Patricia Burak, and Michael B. Smithee. Summer 1999. *Crisis Management In A*

- Cross-Cultural Setting. International Educator. NAFSA: Association of International Educators 8, no. 3: 14-21. P.O. Box 1020, Sewickly, PA 15143, USA. Tel: 800-836-4994; Fax: 412-741-0609.
An excellent look at the way culture can influence crisis management. Includes an outline of the elements of a crisis management plan that involves all relevant offices on campus.
6. Kartez, J. D. and M. K. Lindell. 1987. Planning for Uncertainty: The Case of Local Disaster Planning. Journal of the American Planning Association 53, no. 4. APA 122S Michigan Ave., Suite 1600, Chicago, IL 60603, USA. Fax: 312-431-9985.
A critical examination of why detailed paper-only disaster response plans are often of little value during a real crisis. This paper examines the role of previous experience, simulations and communication in effective disaster planning.
 7. Littlejohn, R. F. August 1986. When the Crisis is Terrorism. Security Management. Infotrieve Order Dept. 10966 Le Conte Ave. 2, Los Angeles, CA 90024, USA. Tel: 800-422-4633; Fax: 310-208-5971.
An excellent overview of crisis management by a member of Pinkerton Inc. Includes definitions of crisis management and a model detailing six steps for addressing a crisis by a comprehensive and cost-effective method.
 8. Mileti, D. S. and J. H. Soneson. Spring 1987. Determinants of Organizational Effectiveness in Responding to Low Probability Catastrophic Events. The Columbia Journal of World Business 22. Elsevier Science, 655 Ave. of the Americas, New York, NY 10010-5107, USA. Tel: 212-633-3730 Fax: 212-633-3680.
A persuasive background article looking at organizational behaviour and effectiveness in detecting and responding to impending crises and coping with the long-term effects of a crisis. Disaster experience, internal communication systems, and the structure of the organization all have a bearing on the organization's ability to respond effectively during a crisis.
 9. Mitroff, I. I. and C. M. Pearson. 1993. A Diagnostic Guide for Improving Your Organization's Crisis Preparedness. San Francisco, CA: Jossey-Bass. 350 Sansome St., Fifth Floor, San Francisco, CA 94104, USA. Tel: 415-433-1740; Fax: 415-433-0499.
Presents concepts of crisis management, diagnostic exercises and the components of an ideal crisis management program for corporations. A good reference book for measuring preparedness for crises.
 10. NAFSA: Association of International Educators. November 1990. Crisis Response Checklist. NAFSA Newsletter 41. P.O. Box 1020, Sewickly, PA 15143, USA. Tel: 800-836-4994; Fax: 412-741-0609.
A checklist outlining the critical questions to be asked when responding to a crisis in order to get detailed information regarding the accident site, names, times, places, witnesses and follow-up activities.
 11. Robinson, Brenda S. November 1990. Real and Perceived Emergencies in Study Abroad. NAFSA Newsletter 41. P.O. Box 1020, Sewickly, PA 15143, USA. Tel: 800-836-4994; Fax: 412-741-0609.
An article outlining the key components of California State University's emergency response plan that was set in motion during a terrorist threat to students in Italy during the Gulf War; includes a checklist of questions to help define some of the issues in developing such a plan.
 12. Schmidt, Donald L. 1994. Emergency Response Planning: A Management Guide. M&M Protection Consultants. Boston, Massachusetts. 10S Broadway, St. Louis, MO 63102, USA. Tel: 314-621-5540.
A good example of an emergency response planning guide outlining the key steps to creating a well-thought-out emergency plan aimed at safeguarding the health and safety of employees and protecting company assets. Educational institutions involved in study abroad will have to adapt information to suit the study abroad context.
 13. Snell, Diane K. 1989. Coping with Perceived Emergencies. Crisis, Emergencies and The Study Abroad Program, ed. Deborah J. Hill. Worthington, Ohio: Renaissance Publications. 2210 Winsted Dr. Suite 5333, Dallas, TX 75214, Tel: 214-320-4900; Fax: 734-661-6321.
Excellent advice on dealing with concerns raised when the relatives and friends of study abroad students react to news reports of a crisis in the host country.
 14. Solky, H. J. et al. 1988. Involving Parents in the Management of Psychiatric Emergencies in College Students Far From Home. Journal of The American College Health Association 36: 335-9. Heldrel Publications, 1319 18th St. NW, Washington, DC 20036-1802, USA. Tel: 202-296-6267; Fax: 202-293-6130.
An article that makes a case for involving parents directly in the decision-making around the treatment of severely disturbed college students who are far from home.
 15. St. John, Kent. September/October 1999. Travel Worries: Preventing and Dealing with Overseas Emergencies. Transitions Abroad 23, no. 2: 85-6. P.O. Box 1300, Amherst, MA 01004-1300, USA. Tel: 413-256-3414; Fax: 413-256-0373.

An article with useful information for the health and safety section of a pre-departure orientation session.

16. Ulleroe, Helene (ed.) 1995. *Crisis Across Frontiers: Impacts, Readiness, and Response Strategies for International Educators*. EAIE Occasional Paper 9. EAIE Secretariat, Van Diemenstraat 344, 1013 CR Amsterdam, The Netherlands.
An occasional paper that compiles presentations from the Fifth Annual EAIE Conference that address "the issues of the response of Western universities to the short- and long-term effects of the crises that affect them". A number of the presentations focus in part on the impact of a crisis on universities, the factors affecting their response and various ways of dealing with a crisis.

RISK MANAGEMENT

Health Insurance

1. NAFSA. *Risk & Realities: A Guide to Health Insurance for Foreign Student Advisors*. May 1993. Washington, D.C.: NAFSA Association of International Educators. P.O. Box 1020, Sewickly, PA 15143, USA. Tel: 800-836-4994; Fax: 412-741-0609.
A valuable guide for assisting International Student Advisors to understand the current U.S. health care system, and help to develop an effective health care program on campus. The guide includes a review of such items as U.S. government regulations, the U.S. health care delivery system, orientation to health care in the U.S., evaluating health care policy and a glossary of insurance terms.
2. Pappas, L. May 1998-30 June 1998. *Health Insurance Abroad: Are You Well Covered? If Not, What Should You Do?* *Transitions Abroad*: 77-9. P.O. Box 1300, Amherst, MA 01004-1300, USA. Tel: 413-256-3414; Fax: 413-256-0373.
An article surveying options for expatriates who are searching for the optimal health insurance plan.
3. Struber, E. September-October 1997. *Avoiding Collisions: Understanding Insurance For Study Abroad*. *Transitions Abroad*: 77. P.O. Box 1300, Amherst, MA 01004-1300, USA. Tel: 413-256-3414; Fax: 413-256-0373.
An enlightening article focusing on some key institutional considerations when purchasing health insurance for students.

RISK MANAGEMENT

Legal Issues

Recommended

- ✓ Rhodes, G. 1998. *The Global University: Issues at Home and Abroad*. Philadelphia, PA. Gary Rhodes, University of Southern California, Rossier School of Education, WPD-904D, Los Angeles, CA 90089-0031, USA. Tel: 213-740-7933; Fax: 213-740-0439.
An excellent review of the legal issues facing U.S. institutions involved in study abroad. Much of the information is useful in the Canadian context.
1. Aalberts, Robert and Gary Rhodes. 1997. *Legal Issues. NAFSA's Guide to Education Abroad For Advisers and Administrators*, eds. William Hoffa and John Pearson. 2nd ed., 351-67 NAFSA: Association of International Educators. P.O. Box 1020, Sewickly, PA 15143, USA. Tel: 800-836-4994; Fax: 412-741-0609.
A primer on the basics of legal issues as they pertain to study abroad in the U.S. Includes a good overview with reference to liability, duty of care, tort law and basic risk management.
2. Barr, M. J. et al. 1988. *Student Services and the Law: A Handbook for Practitioners*. San Francisco: Jossey-Bass. 350 Sansome St., Fifth Floor, San Francisco, CA 94104, USA. Tel: 415-433-1740 Fax: 415-433-0499.
A comprehensive overview of legal issues affecting student services in the U.S. General concepts are quite useful but most examples are on-campus situations at U.S. institutions.
3. Evans, R. B. 1991. *A Stranger in a Strange Land: Responsibility and Liability for Students Enrolled in Foreign-Study Based Programs*. *Journal of College and University Law* 18: 299. Fred Rollman & Co. 10368 West Centennial Rd. Littleton, CO 80127, USA. Tel: 303-979-5657.
This article examines the "special relationship" which may exist between the institution and its students studying abroad. Provides a good history of in loco parentis and the continued evolution of the institutions' duty to students.
4. Hannah, David A. 1998. *Post-Secondary Students and the Courts in Canada: Cases and Commentary from the Common Law Provinces*. College Administration Publications, Inc., P.O. Box 9587 Asheville, N.C. 28815-0587, USA.
An easy-to-read summary of judicial decisions involving post-secondary institutions and students from 1984 to 1995. A good overview of lawsuits and higher education in Canada which gives an indication of the types of issues that can take institutions and students to court.

5. Hoye, William P. 1998. International Study Abroad Programs: A Critical Legal Planning Session. 19th Annual Law and Higher Education Conference Notre Dame University, Louisiana. USA.
A review of legal study abroad issues written from the perspective of a university attorney; includes examples of cases brought against U.S. universities.
6. McMullan, Sandra, H. 1997. Institutional Liability for Overseas Study Programs. Issues in Law and Higher Education 1. Stetson University, College of Law, 1401 61st Street South, St. Petersburg, FL 33707, USA. Tel: 727-568-7830; Fax: 727-381-7320.
A good overview of the legal issues facing overseas programs in the U.S.; includes definitions of negligence and vicarious liability and a list of practical risk management suggestions.
7. Miyamoto, T. 1988. Liability of Colleges and Universities for Injuries Sustained by Students While Participating in Extracurricular Activities. Journal of College and University Law 15: 149. Fred Rollman & Co., 10368 West Centennial Rd., Littleton, CO 80127, USA. Tel: 303-979-5657.
This article looks at legal issues and U.S. case law related to student injuries. Although not directly related to study abroad, this article is useful in understanding basic legal issues.
8. Rhodes, G. 1994. Legal Issues and Higher Education: Implications for Study Abroad: Key Issues for Institutions and Administrators. University of Southern California. Rossier School of Education. WPD-904D, Los Angeles, CA 90089-0031, USA. Tel: 213-740-7933; Fax: 213-740-0439.
A Ph.D. thesis that focuses on the challenge for study abroad administrators to identify effective policies and procedures in supporting students while attending to legal requirements in the U.S. and abroad.
9. Rhodes, G. and Robert Aalberts. 1994. Liability and Study Abroad: Prudent Policies and Procedures Are The Best Insurance. Transitions Abroad 17, no. 4: 65-7. P.O. Box 1300, Amherst, MA 01004-1300, USA. Tel: 413-256-3414; Fax: 413-256-0373.
A good summary of the steps to take when reviewing institutional policy related to study abroad.
10. Rhodes, G. and William G. Millington. February 1994. Avoiding Liability in Study Abroad. NAFSA Newsletter 45: 43-6. P.O. Box 1020, Sewickly, PA 15143, USA. Tel: 800-836-4994; Fax: 412-741-0609.
A short overview of some of the liability issues in study abroad with examples from U.S. institutions.
11. Richmond, D. 1990. Institutional Liability for Student Activities and Organizations. Journal of Law & Education 19: 309. Jefferson Law Book Co., 2100 Huntingdon Ave., Baltimore, MD 21211, USA.
This article examines areas of potential institutional liability including, negligence leading to bodily harm, in loco parentis, special relationships, duties assumed by the institution, and releases or waivers.
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Provides information on policies based on stated needs.

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